

MARCH 1957

School and Community Stacks

Spring Program Blues?
Changes Ahead for Schools
Discipline in Today's Schools



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Contents

FEATURES

School Legislation	11
Increased Dues for Increased Services	Louese Phillips 13
Discipline in Today's Schools	H. E. Grayum 14
Changes Ahead for Our Schools	Dr. Francis S. Chase 16
Spring Program Blues??	Willis R. M. Schott 19
Understanding the Exceptional Child	Adrian J. Durant, Jr. 20
Retirement News	G. L. Donahoe 22
Not Things But People	Truman Pierce 24
How to Select a Music Director	Edwin W. Jones 25
My Korean Teacher	Tom Trahin 32
Institute for High School Teachers of Chemistry, Physics, and Mathematics	43

DEPARTMENTS

Spice Up Your Teaching	4
New Books	18
Secretary's Page	Everett Keith 23
Items of Interest	26
Deaths	36
Important Events	38
MSTA Committees	40
Yours For The Asking	46
Editorial	Dr. Inks Franklin 48

INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLIII, NO. 7



THE COVER

The photograph of the lead mine on this month's cover is one of several such operations of the St. Joseph Lead Company in St. Francois County, Missouri. Approximately 6,000,000 tons of lead ore are mined annually in Missouri by the Company. 3,377 people work in this state for this company to help produce 33 1/3% of the lead ore mined in our nation. Photo: Massie, Mo. Resources Division.

Send all Contributions to the Editor

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*Artist Robert Fawcett captures a moment of companionship
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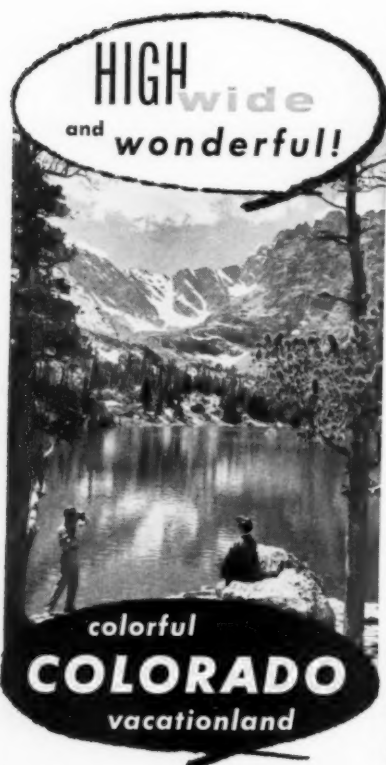
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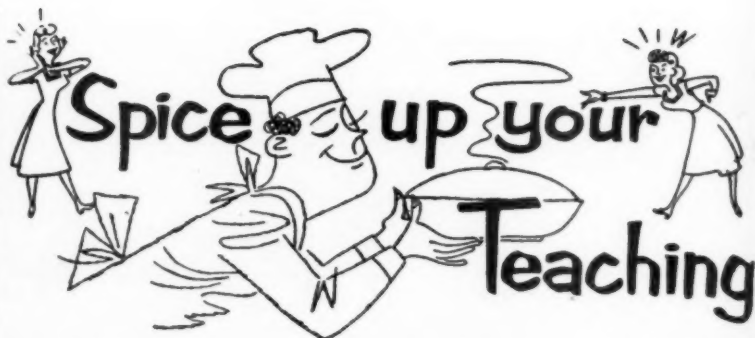
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COLORADO CLIMATE—The Magic Ingredient



TV CREATED

A new 16mm film shows how the nation's all electronics TV system was created, developed and introduced. A unique feature of "The Story of Television" is that it is in black and white as well as color exactly as it appears on a compatible color television receiver. This 27 minute, sound, free-loan film is available from the Institute of Visual Training, 40 East 49th St., New York City.

RUBBER FILMSTRIP

The use of rubber from trees as well as rubber from chemicals is described in "An Introduction to Rubber," a new filmstrip for grades 5-9.

Some discussion is given to the place of the rubber industry in our economy, and the steps in manufacturing a selected rubber product is shown in detail.

It is available without charge from the Teachers Library, Inc., 1790 Broadway, New York 19, New York.

SHARING THE RISK

Because of big changes in the national economy Americans now meet financial risk in different ways than formerly.

"Sharing the Risk—An Approach to Family Economic Security" tells how families meet risks through insurance and gives a detailed explanation of how life insurance works.

Classroom quantities of the booklet may be obtained from the Educational Division, Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y.

DRIVER EDUCATION

"Driver Education News," a free monthly periodical is available to driver education classes from the Ford Motor Company.

The publication contains articles and news items pertinent to driver education as well as reviews of resource material. It describes itself as a "clearing house for information on driver education."

Write Department of Educational Affairs, Ford Motor Company, The American Road, Dearborn, Michigan.

AIR ENGLISH

"English Teaching Aids" will enable teachers to incorporate aviation material into their English classes. The 93-page resource unit is arranged into

two divisions: a historical approach to aviation development with suggested pupil activities and a list of literature connected with aviation.

Copies may be obtained from Dr. Evan Evans, Executive Director, National Aviation Education Council, 1025 Connecticut Ave., N.W., Washington 6, D.C. Cost is \$.75.

OUT-OF-SCHOOL FARMER

"Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers" contains suggestions for teachers and school administrators in developing educational programs for out-of-school farmers.

More than any others, people just starting out as farmers need and can make immediate use of the knowledge and skills which highschool vocational agriculture departments can offer them.

The 94-page U.S. Office of Education booklet costs \$.45 from the U.S. Government Printing Office, Washington 25, D.C.

FOR FUTURE NURSES

Among the "Future" clubs of high-school students planning professional careers are a growing number of "Future Nurses Clubs." With the publication of "Program Guide for Future Nurses Clubs," the National League for Nursing announces sponsorship of these clubs.

The 80-page booklet suggests program techniques, community health and welfare projects and other activities through which future nurses may explore their field. The booklet costs \$.50 at the Committee on Careers, National League for Nursing, 2 Park Avenue, New York 16, N.Y.

REPUBLIC OF GERMANY

The area that formerly comprised the U. S., British and French zones of occupation is now the Federal Republic of Germany, and the German government feels that it should be so designated on every map.

To help spread this practice the German Embassy is offering to schools a large four-color map of Germany with details of the Ruhr, Bonn and Berlin. It may be obtained from the Press and Information Office of the German Embassy, 1742-44 R St., N. W., Washington 9, D. C.



IDEAL WORKING CONDITIONS

Almost like an office of your own . . . American Desk's "Jr. Executive" One-12 Desk with the No. 44 Cluster Chair. No wonder students seem to enjoy their work so much more! Sturdy, durable and handsomely finished, the versatile One-12 actually allows *more* units-per-class than ordinary small desks . . . without crowding or confusion. Alternate book boxes enable full utility of all floor space, yet provide 23" separation between students (even more than standard aisle width). With tubular steel legs, the One-12 is shown with Fibre-plastic top . . . also available in solid maple or birch. In sizes for all twelve grades. Die-formed steel model also available. Top size: 18" x 30".



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Refrigerator cars are usually cooled by cakes of ice stored in bunkers at both ends. Sometimes, crushed ice is sprayed over the foods. Many cars are mechanically refrigerated, providing zero temperatures when needed.

Carrying fresh food to a hungry America is another example of how the railroads serve the nation every day — swiftly, safely, and economically!

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Fresh meats are chilled or frozen and wrapped at the packing plants, then loaded into cars whose temperatures are carefully controlled. These cars — "big brothers" of your kitchen refrigerator — hold up to 80,000 pounds each.



In winter, certain foods — potatoes, for instance — must actually be heated rather than cooled, to prevent them from freezing! Burners placed inside the cars or slung underneath keep the air at the proper temperature.

Best wishes to
the membership of the
National Education Association
on its centennial
anniversary!

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 29.

Gold Key Given To Nowlin

Ninety-three-year-old Clifford H. Nowlin of Kansas City, teacher for more than half a century, received a gold key recently from a former stu-

TEACHER

STUDENT



Clifford H. Nowlin General Taylor

dent in his Northeast highschool physiology class of forty years ago—General Maxwell D. Taylor, Chief of Staff of the United States Army.

General Taylor, who commented recently at a public ceremony in Kansas City that he wouldn't be Chief of Staff today if it hadn't been for teachers like Mr. Nowlin, was honored at the same time with a Golden Key Award saluting his "demonstrated belief in education as a bulwark of the nation's defense."

The ceremony which is a yearly affair designed to dramatize the importance of the teacher in American Life, took place February 16, 1957, in connection with the 1957 convention of the American Association of School Administrators in Atlantic City.

Also selected to receive gold keys were Economist Beardsley Ruml for "his recognition that education must be financed on a basis commensurate with its urgent current needs," and, his former teacher, Miss Alice Rudd of Cedar Rapids, Iowa. Miss Rudd has been teaching geometry for 53 years and is still going strong.

Mr. Nowlin, who earned \$37.50 per month in his first school in Eudora, Kansas (adorned with the traditional pot-bellied stove and attended by 25 pupils) liked teaching so well, he stayed with it for the next 53 years. Upon retirement at 74, he took on not one, but two new careers—selling life insurance and publishing books of poetry. His book "My First 90 Years" is a rollicking account of a busy life spanning much of the mid-west's growth from raw frontier days.

Last year's Golden Key Awards went to President Dwight D. Eisenhower and his former teacher, 83-year-old Addie B. Over of Abilene, Kansas; and Roy E. Larsen, President of Time, Inc. and his former teacher, 78-year-old Stacy B. Southworth of Braintree, Massachusetts.

—Dr. H. Bailey Gardner, Kansas City

Teachers are saying wonderful things about **THE NEW GOALS IN SPELLING!**

*Text-workbooks, Grades 2-8,
by May Lambader and William Kottmeyer*

"My teachers have found them to be very good. They especially like the good phonetic and word structure approach provided. They also found that having the words in both manuscript and cursive in the third grade workbook to be very helpful. Last year we had two sections of third graders. One section used The New Goals and the other did not. My fourth grade teacher informs me that she was able to tell the very first day which children came from the room that had used this workbook, as they had a very good background in word attack."

David S. Nickerson, Principal
Corpus Christi, Texas

"This series is a well-integrated approach to spelling, reading, and writing. Although it is basically phonetic in concept, it combines word associations with language generalizations in such a way as to be lively and meaningful to the child with language difficulties."

Miss Stella Eliashow, Teacher
New York, New York

"I am delighted with their new features; such as, the review elements in units one to five, the arrangement of the periodical reviews, the visual aids (color effects included), plus every pedagogical step that aids in the successful teaching of spelling."

Herbert D. Bruening, Teacher
Chicago, Illinois

"After teaching for thirty-six years, I consider them far superior to any speller ever used. Every lesson appeals to the children without lowering to apply mere games instead of studies. The lessons have definite goals which can be reached by average children when directions are followed. The methods are very helpful. I appreciate the illustrations and vocabulary which are meeting grade levels."

Sister M. Amata, Principal
Dalhart, Texas

Complete teaching of phonetic skills begins in the second grade. Words are especially grouped to present common phonetic characteristics. This phonics program is maintained and enlarged through all the grades.

Words are grouped according to common structural characteristics. These word-analysis skills get increased attention and are reviewed at each level.

These same skills help reading—what more logical place than the spelling program to add the very same skills that are also an effective aid in the reading program!

Also: You get vocabulary power development, language arts correlation, reviews, special activities for individual differences, and dictionary training.

Free: Send for your copy of Webster's DIAGNOSTIC SPELLING TEST. This progress gauge helps you check your youngsters' basic phonetic and word-structure skills.



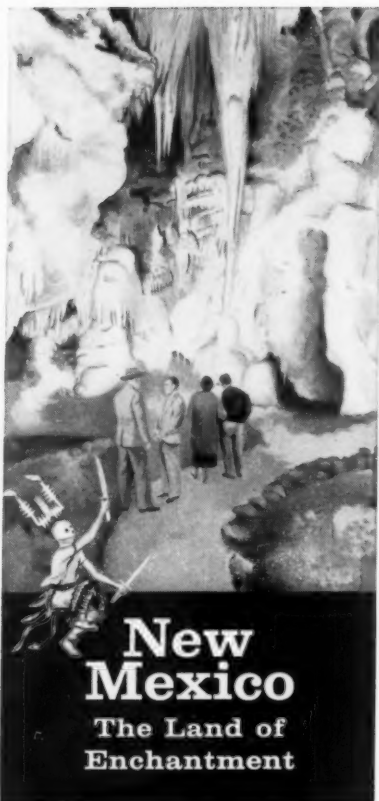
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☐ 32 Pg. booklet "Land of Enchantment,"
☐ New "Indian Arts" Folder

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CLAYTON SCHOOLS PUBLICIZE SERVICES

The Clayton Public School System has published an illustrated pamphlet for use by parents describing extra-curricular services of the schools.

Besides its informative value, the pamphlet, according to Superintendent Carl L. Byerly, was designed to encourage parent consultation with teachers. The pamphlet was dedicated to former Clayton Superintendent John Bracken.

Clayton services include health, physical education, speech, recreation, driver training, pre-kindergarten aid, technical aids, tests and measurements, travel and camping.

HOLDEN SCHOOLS LIBRARY PLAN

During the 1955-56 school year the Holden Public Schools improved their library program.

Prior to this time there were classroom libraries in the elementary school and the high school library was the closed-shelf type.

The open-shelf library system was instituted in the high school with the cases of books placed along the walls of the study hall where the books would be convenient for pupil use. The centralized library unit was used in the elementary school and was located on the stage of the auditorium. The shelving was built and decorated in the industrial arts shop. The local school librarian, Miss Lucille Burroughs, was employed on a full time basis as supervisor of both libraries. Pupil assistants were used in both libraries. Some of them became quite efficient, assisting faculty and students as well as doing the routine work of the library.

The Missouri State Library Bookmobile in this area has furnished a wealth of materials, such as: films, film strips, view-master reels, pictures, and records as well as additional books, all of which have enriched the curriculum.

After a year and a half of the experiment the results in the use of both libraries have been gratifying, especially so in the central library unit plan in the elementary school as this idea was perhaps more unique or less heralded. Troy E. Hirni, Superintendent of the Holden Schools, feels that school administrators would do well to study carefully the possibilities of centralized library units in the elementary schools as he feels that the following advantages are gained by the use of such a system.

First, the elementary centralized library scheme presents to youngsters a more accessible supply of materials and books.

Second, these books will be more varied in both content and reading range, thereby making it possible for students to find more suitable books at their particular reading levels and abilities. In other words, the strongest feature of this type of library service

is the fact that individual reading differences can be better served.

Third, when the library is properly organized, teachers themselves will have access to a greater range of materials to use in supplementary and reference work.

Fourth, it is more economical as it will prevent unnecessary duplication of books in classroom libraries.

To Coordinate College Days

The Missouri High School-College Public Relations Committee met at the Student Union Building, University of Missouri, Columbia, Jan. 19, to discuss important problems and elect new officers.

Officers named for this year are: Dr. R. F. Whaley, principal, North Kansas City High School, chairman, and Dr. C. W. McLane, director of admissions, University of Missouri, Columbia, secretary.

Retiring chairman is Neil Freeland, registrar, Christian College, Columbia.

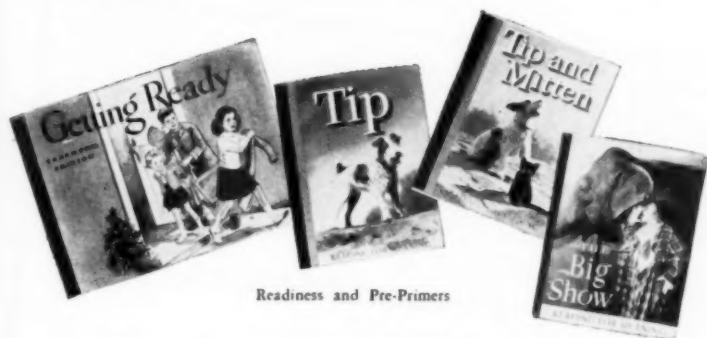
Other members of the committee present were: Ruth Johnson, counselor, Jefferson City senior highschool and junior college; Stanley Hayden, director of admissions, Missouri Valley College, Marshall; Dr. H. Pat Wardlaw, assistant commissioner, State Department of Education; Dr. Richard A. Ball, Principal, Westport highschool, Kansas City; Paul Arend, registrar, Rockhurst College, Kansas City; Dr. Inks Franklin, Editor, **School and Community**, Columbia; Jim Brockman, principal, Lee's Summit highschool; and Frank Roberts, assistant director of admissions, University of Missouri.

Chairman Freeland gave a report of the second annual joint meeting of the School College Relations Committee of the National Association of Secondary School Principals and the High School-College Relations Committee of AAC-RAO held at the Conrad-Hilton Hotel in Chicago, January 11-12.

The Missouri committee is making considerable headway in coordinating and planning college days in the several highschools holding these events in Missouri. The Missouri Association of Secondary School Principals recently voted to ask the committee to assume this responsibility.

It is hoped that by setting up a calendar around existing college day programs in the state, any highschool desiring to participate in such a program can be assured of good representation from the colleges and universities while the College and University representatives will not be expected to travel unreasonable distances to attend such meetings.

For those interested in college days for 1957-58 school year, contact the Chairman of the Sub-Committee at the following address: Dr. Robert F. Whaley, Chairman, Sub-Committee on College Days, North Kansas City High School, North Kansas City, Missouri.



Readiness and Pre-Primers



Primer and First Reader

Reading For Meaning

by McKee, Harrison, McCowen, Lehr

*from listening to
reading for meaning —
with independence*

As Dr. Paul McKee explains it —

- Listening is basic to reading.
- The normal child, by the time he enters first grade, has become quite adept at understanding spoken language.
- In teaching the child to read . . . it is a good sense to equip him with what he needs in order to think, as he looks at printed lines, the familiar sounds he would have heard if someone had spoken the lines to him.
- Through the program in READING FOR MEANING, the child gains the ability to figure out by himself what a strange word is and what a given expression means.

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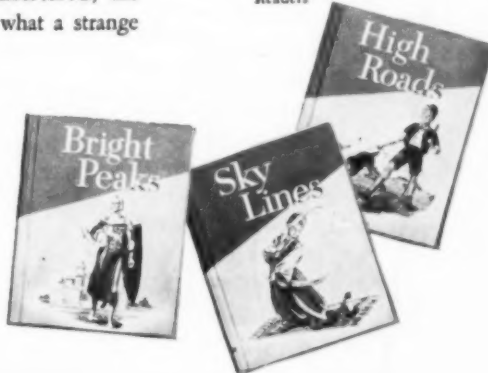
Second Readers



Third Readers



Fourth, Fifth and Sixth Readers



A Message of Importance . . .

to All Superintendents and Principals . . .

BEWARE OF HIGH COMMISSIONS ON SCHOOL PICTURES . . .

It has come to our attention as a result of a number of complaints from school officials . . . that the quality and service of some student picture package programs have been *unsatisfactory*.

Investigation of these particular picture programs shows that, in each instance, the photographer or supplier involved was paying *HIGHER COMMISSIONS* than the average.

This is not surprising.

It takes only a little common sense to realize that most any company paying commissions above and beyond those of competitors obviously must reduce its quality and service to offset this extra "bonus." Especially in these days, when the cost of material and labor is ever rising.

A number of *REPUTABLE* companies are mass-producing school pictures under American Association of School Photographers standards, with the most modern facilities and services. They pay very adequate commissions. For the most part, the quality and service have been excellent.

To be tempted by high commissions, we feel, is natural. But to accept them, runs the great risk of receiving inadequate quality and service.

The pupils are shorted. Their parents are shorted. And educational integrity becomes a matter of price.

This, in itself, is bad enough. But more than that the long term results of this practice, if continued, could well ruin what we feel is a very wonderful, much-wanted and much-needed service.

Is it worth it?

Ask yourself.

American Association of School Photographers
Missouri-Kansas Chapter



Retirement

House Bill No. 34, improving the Public School Retirement System of Missouri, as recommended by the Association, passed the House on February 7 by a vote of 130 to 0. The bill has been referred to the Senate Education Committee. Membership of this committee was published on page 12, Feb. issue.

This bill to improve educational opportunities for Missouri boys and girls by attracting to and retaining in teaching the good teachers should be interpreted to your Senator *now* if you have not already done so. He should know the attitude of your teaching group with respect to *House Bill No. 34*.

Senate Bill No. 28, pertaining to the Kansas City retirement system, is on the Senate Calendar for third reading.

Senate Bill No. 146, introduced by Senator Gibson and others, providing reciprocity between the St. Louis, Kansas City and state teacher retirement systems by allowing teachers moving from one system to another to purchase up to five years of credit if service is less than five years and granting deferred annuities for five or more years of service for teachers transferring and teaching until retirement is in the Senate Education Committee.

Appropriations

The Executive Budget recommended the full financing of the

school foundation program for the 1957-58 fiscal year. The Governor's message states, "The state is committed to finance the foundation program in full in my judgment." This is significant in light of the recommendations of many past governors and your expressing appreciation to him by letter would be quite appropriate.

House Bill No. 186, introduced by Representative Martino, Appropriations Committee chairman, implements the budget recommendation for public schools. It provides \$73,141,183 for the school foundation program which has been determined as the amount needed for next school year. A hearing was held February 11.

Bills Changing Status

House Bill No. 30, providing for the education of the homebound child, has gone to the Senate.

House Bill No. 31, providing a census of handicapped children, is in the Senate Education Committee.

House Bill No. 44, introduced by Representative Sloan, making parents responsible up to \$500 for property willfully destroyed by a child, is in the House Judiciary Committee.

House Bill No. 47, introduced by Representatives Bachler, Bollinger, Couch and Henson, relating to school moneys has passed the House. When the bill was taken up for perfection the sponsor offered a House Substitute which is

understood to make clear that the proposed treasurers' salary increase would in no way affect school funds.

House Bill No. 51, allowing boards of education to invest any funds not needed for at least six months in time deposits of state and federal securities, is on the House Calendar for perfection.

House Bill No. 55, providing for a referendum for social security coverage on a district basis, is on the House Calendar for perfection.

House Bill No. 68, allowing the use of facsimile signature by the treasurer of the board of education, is in the Senate Education Committee.

House Bill No. 69, raising the age limit from 16 to 18 of children in school who may receive ADC grants, is in the House Social Security Committee.

House Bill No. 114, introduced by Representative Joslin and others, provides a summer session for teachers at Rolla to be conducted by the college of education of the University of Missouri is in the House Committee on Universities.

House Bill No. 126, relating to the education of children residing on federal lands, is on the House Calendar for perfection. This bill is identical with *Senate Bill No. 105*.

House Bill No. 149, relating to libraries, is in the House Education Committee.

House Bill No. 163, deleting all statutory reference to segregation in public schools, is in the House Education Committee.

House Joint Resolution No. 2, introduced by Representative Estep and others, submitting to the qualified voters an amendment to the Constitution providing for the election of the state tax commission, is in the House Constitutional Amendments Committee.

House Joint Resolution No. 4, introduced by Representative Raiffe and others, submitting to the qualified voters an amendment to the Constitution providing a salary of \$300 per month for members of the General Assembly, has gone to the Senate.

House Joint Resolution No. 9, introduced by Representative Moore of Caldwell and others, submits an amendment to the Constitution providing that the General Assembly meet in even numbered years to consider appropriation measures and any other measures that two-thirds of the elected members in the body originating the measures deem necessary.

Senate Bill No. 16, changing the compulsory school attendance law by removing the present exemption relative to the completion of the elementary school and by excusing from school, children between 14 and 16 years of age for legal employment if found desirable by the superintendent of schools, has gone to the House.

Senate Bill No. 30, introduced by Senators Crain, Davidson and Witte, providing that in first class counties the county superintendent of schools may set the hour of the annual meeting of boards of education and boards of directors for the election of members of the county board of education, is in the Senate Education Committee.

Senate Bill No. 37, introduced by Senator Hawkins, harmonizing the provision on state high school tuition payment with the \$75 provided in the School Foundation Program and making possible a

change of boundary between six-director districts and common school districts, has been referred to the Committee on Education.

Senate Bill No. 43, introduced by Senator Spencer, making more stringent the penalty for the sale of narcotics to minors, is in the Senate Criminal Jurisprudence Committee.

Senate Bill No. 105, introduced by Senator Hill and others, relating to the education of pupils residing on federal lands, is in the Senate Education Committee.

Senate Bill No. 125, making possible the establishment of a special school district in St. Louis county for the education of handicapped children, is in the Senate Education Committee.

Senate Bill No. 134, allowing St. Louis retired teachers to serve as substitutes for not more than 60 days during a school year, is in the Senate Education Committee.

Senate Bill No. 135, making parents in the St. Louis school district liable up to a maximum of \$300 for damages to school property caused by their children, is in the Senate Judiciary Committee.

Senate Bill No. 137, placing Camden county in the Southwest state college district and Carroll and Ray counties in the Central state college district, is in the Senate Education Committee.

New Bills

House Bill No. 171, introduced by Representative Mazzuca, changing the population limit in special laws for Kansas City school district from 500,000 to 700,000, is in the House Committee on Public Schools.

House Bill No. 195, introduced by Representatives Kostron, Farmer and Downs, would provide state school foundation program funds for junior college courses provided in accordance with Section 165.123.

House Bill No. 197, introduced by Representative Kostron, provides not to exceed \$300 per pupil state aid for homebound children

and re-establishes provision for education of homebound.

House Bill No. 199, introduced by Representatives Farmer, Bachler, Kostron, Downs, Young (Jasper) and Smith (Jasper) provides state school foundation program funds for pupils in 13th and 14th grades including pupils 20 years of age.

House Bill No. 206, introduced by Representative Berra, would include employees of the division of inmate education of the department of correction, employed and certificated as teachers, in the Public School Retirement System of Missouri.

House Bill No. 232, introduced by Representative Taylor and others, would remove the sales tax on the trade-in value of tangible property.

Senate Bill No. 133, introduced by Senators Pentland and Hogan, allowing St. Louis board of education to adopt the decennial census tabulation for enumeration purpose, is in the Senate Education Committee.

Senate Bill No. 157, introduced by Senator Hawkins and others, authorizing school boards to join the Missouri School Boards' Association and pay membership dues and expenses attending meetings, is in the Senate Education Committee.

Senate Bill No. 158, introduced by Senator Hawkins, increasing the qualifications for the office of county superintendent of schools to a master's degree with a major in school administration, is in the Senate Education Committee.

Senate Bill No. 164, introduced by Senator Barrett and others, relating to condemnation of land for school purposes in St. Louis, is in the Senate Committee on Judiciary.

Senate Bill No. 166, introduced by Senator Barrett and others, relating to purchase of supplies by the St. Louis school district, is in the Senate Committee on Education.

(See Legislation Page 47)

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INCREASED DUES

FOR INCREASED

SERVICES

By Louese Phillips, N.E.A. State Director
for Missouri, Webster Groves

The National Education Association has completed a century of service to education in the United States. These first one hundred years have brought increased prestige for the teaching profession, higher professional standards, improved instruction, and better salaries.

As we enter the second century many opportunities and problems confront our profession.

At the Portland Convention in July of 1956 the NEA Board of Directors, representing all states and territories, approved the following recommendations:

That the National Education Association launch a program of increased services and leadership during the Centennial Year of 1957.

That these services be financed by setting the annual dues for active members at \$10.

During the Portland meeting the general plans for the proposed expanded program were studied and overwhelmingly approved by the participants of 350 discussion circles.

The Program

The program of expanded services emerged from the profession at the grass roots. Local, state, and national associational leaders evaluated the present services of the National Education Association, submitted suggestions for increased services, and formulated a newly envisioned program.

The Proposed Expanded Program proposes:

1. To improve *Instruction* by continuous hammering on the necessity of reducing teacher load; supporting research studies on instruction; and helping every teach-

er to find the resources in ideas, materials, and experiences needed to reinforce classroom activities.

2. To emphasize *Teacher Welfare* by working with local and state associations in establishing the minimum NEA salary goals (\$4,500 to \$10,000); providing additional consultative services on salary, retirement, leaves of absence, etc., and developing higher professional standards;

3. To increase *Field Services* by extending the size of the field working staff; establishing more effective workshops and conferences; and working with local, state, and national officers in discovering and serving the needs of all the teachers.

4. To expand *Legislative Relations and Activities* by increasing the Association's contacts with Congress and the many federal agencies interested in educational problems; developing and promoting federal laws to obtain financial assistance for better educational opportunities; and identifying and reporting to the profession on federal laws and activities of interest to teachers.

5. To extend *Research Services* by seeking more diligently to study and meet the research needs of all teachers; developing and perfecting new research studies on teacher welfare and instruction; and making all research information available more promptly.

6. To increase *Public Relations* by enriching the contacts of education with national organizations of citizens; developing better materials on education for use by the general public; and increasing the number of radio and TV programs, magazine and newspaper

articles dealing with education.

7. To provide more adequate means of *Communication* by improving the lines of communication with the members; increasing the use of audio-visual media for unity and understanding among the profession; and preparing additional exhibits and demonstrations of NEA resources.

8. To improve the organization of the *Management and Staff* by adopting accounting and business procedures which are fully attuned to the increased demands of service to the members; revising the salary schedule in order to secure and maintain competent employees; and equipping and maintaining the new NEA center.

These are only a few of the major proposals for expanded services. The National Education Association has published a brochure on the Proposed Expanded Program. Copies have been made available to all state and local association leaders.

Action for Progress

To make such a program possible it will be necessary to amend the bylaws of NEA by increasing the annual dues for active members to \$10. Such an amendment will be submitted to the delegates at the Representative Assembly at Philadelphia in July, 1957.

Every teacher in Missouri needs to be informed concerning the program of increased services. So it is the hope that the program will be thoroughly and constructively discussed by each Community Teachers Association and every professional organization affiliated with the National Education Association.

(See Increased Dues Page 22)



By H. E. Grayum, Superintendent, Ironton

DISCIPLINE

IN TODAY'S SCHOOLS

SEVERAL extensive studies have been made in an effort to determine the causes of failure among teachers. Among the causes mentioned, "weakness in discipline" was listed most frequently as the reason for teacher dismissal. Because being able to control pupils in the classroom is the first essential to teaching success, we should all make an effort to see that we do our part.

There are no magic formulae by which one can obtain ability in discipline. Each teacher must through study, experience and consultation with others, work out his own methods of acquiring this quality.

We have made some important advances in our concepts of discipline. Formerly emphasis was placed on quiet, order and submissiveness. The newer emphasis is on industry, cooperation, and helpfulness. The newer idea places importance on the preparation of teacher for his work, understanding of student behavior and a personality that will command confidence and respect from boys and girls.

The teacher should remember that ordinary discipline problems that arise in her classroom are her responsibility. If she finds herself unable to cope with these she is probably in the wrong line of

work. In some schools it has become conventional for the teacher to send a large percentage of offenders to the office. We are not believers in such methods. It is our belief that the high school teacher should assume rather full responsibility for discipline in her classroom, and failure to do so will be regarded as an indication of professional weakness. Perhaps the majority of pupils sent to the office are sent there as a result of poor and uninteresting teaching or of poor personality and judgment on the part of teachers, or of both.

Pupils should be sent to the office for few offenses. All cases of clear and unjustifiable insubordination should be referred to the principal. Certain tendencies and activities should always be considered serious offenses or behavior problems. This list should probably include indecency, impudence to teachers and passers-by, offensive language, marking or injuring property, gambling, rough treatment by bullies, cheating, stealing, falsifying, hazing, and the playing of certain harmful games on the play-ground or in the school. There are others which will arise but the teacher should consider the problem carefully before calling for help.

Quite often teachers get the idea that they are responsible only

for discipline of pupils in their classroom. This is, of course, not true. Wherever they see student misbehavior, the teacher is responsible for correcting it. Behavior in the halls, basements, on the school ground, in the assembly, at athletic games and other school activities is the responsibility of the entire teaching staff.

It is our sincere belief that if every teacher would do everything in her power to take care of her own classroom discipline and try to instill in the students proper ideals of behavior, most of our discipline problems would disappear. Someone has said that expert teaching will avoid or solve all problems of pupil control. While we don't accept this idea fully, there is much truth in it. In the first place probably none of us are such experts. We do know that students who are busy and absorbed in their work will cause a minimum of trouble in discipline. This has become almost an axiom in educational administration, but merely increasing the quantity of work will not eliminate discipline problems. Too often, because of disorder, the teacher increases the assignment. This is quite justly interpreted by the student as a punishment; and schoolwork should never be made a punishment.

It is the qualitative standards of work that should be raised. Invariably, an unruly student is deficient in the quality of his work. Emphasis should be placed on neatness, accuracy, thoroughness, and so on, rather than on quantity. Qualitative standards can be

raised by means of self-conducted objective scales and tests, which can be used to direct the student's attention away from unruly conduct to his own work in school. In using these scales and tests, the teacher does not take the part of judge, but now assumes the roll of guide and counselor. Both student and teacher are now working together toward one objective. Group rivalry will also aid in raising the standards of work, but it is believed that each individual should strive to work to his own capacity.

Since the merit of teachers is judged by school officials and the public largely by the order maintained in their classrooms, in the building, and at all school activities conducted outside the school, we need to make a study of this important problem.

Beginning teachers will find that this is one of their most difficult hurdles. Let there be no doubt about it! Even teachers who have had years of experience are not sure of themselves especially when placed in new situations. You'll not find any two schools alike. In every case the teacher's authority is still not conventionally accepted as a matter of course. In fact in most cases it will be put to the test for each individual teacher.

Even though our philosophy of discipline has changed to place increased emphasis on training boys and girls to do acceptable and useful things rather than "destructive and harmful ones, we must accept the fact that not all will do this. There will always exist the necessity for artificial discouragement of unsocial behavior.

The success of the beginning teacher in a new situation is dependent upon the early start. You must know and understand how to apply the accepted methods of discipline in the first few days. If you let some cases get by, you'll find yourself beaten! Don't let a single student get away with misbehavior.

(1) Have planned for first two weeks a very extensive program of work. Go into great detail in your

planning and make allowance for individual differences. Be sure you have activities which are worthwhile and can be understood by students. Don't just give busy work. Make the assignments "tough" these first two weeks.

(2) Plan your work so that you never go to class unprepared. As soon as the bell rings let them know you are ready to go.

(3) Set up standards of conduct—not sets of rules. Make very brief but comprehensive enough.

(4) Get the friendship of students early—but don't run after it.

(5) Maintain your reserve with students until you are master of the situation.

(6) Don't try to treat them as your "equal"; they are not. If they were, you wouldn't be in charge! Let them know their position and yours! This can be done without too haughty an air or acting as a dictator.

(7) Don't become too familiar with students. "Familiarity" is said to "breed contempt." This may not always be true, but a teacher is certainly letting himself in for serious trouble if he becomes too familiar with students.

(8) A sense of humor must be cultivated. If you don't have one, for goodness sake make an effort to see something about which you can laugh occasionally.

(9) There are ways of disciplining students and at the same time making humorous situations out of them.

(10) Don't use sarcasm or ridicule.

(11) When a student continues to misbehave, just take time out and make an issue out of it. Back him into a corner, so to speak, and put the problem up to him. He is either going to behave or get out. Stick to your word!

(12) Be fair and impartial in your treatment of all students. Don't play favorites. The one that talks the most and oftenest may not know the most.

(13) With freshmen you may have trouble with several wanting

to talk at once and some without being called upon.

(14) Don't let these cases get by. Just drop your discussion and emphasize the importance of courtesy. That may be as important or even more so than the original topic anyway.

In using disciplinary methods the following are considered *positive*:

(a) *Personal Conference*—In this conference be master of the situation. Point out exactly what the student was doing that was wrong and ask him to explain his behavior. He may even suggest a solution. Conduct these conferences on a friendly basis and have him leave with this air but with the understanding that you still mean business.

(b) *Use of Group Judgment*—Make an effort to build up the ideals of behavior to the point where the violator gets the wrath of the group on his head. Sometimes it is justifiable to ask the group what it thinks about certain students actions. Some are frank enough to give their opinion.

(c) *Take Care of Individual Differences*—In planning your work remember that you have all levels of ability in your class. Don't set the same standard for all. We realize the difficulty of this but you must remember that you are in a tough occupation. The primary concern of every one of us should be every student in school. If you can do a fairly good job in caring for individual differences you'll have many misbehavior problems solved.

Don't use the following negative methods:

(a) *Any punishment inflicted in anger.*

(b) *Threats and Warnings*—To threaten is to dare and someone will always take you up. Friendly warnings might possibly be justified on occasion.

(c) *Forced Apologies*—Never in public. Few students ever consider themselves entirely to blame, and

(See Discipline Page 41)

By Dr. Francis S. Chase
Chairman
Department of Education
University of Chicago

CHANGES AHEAD for OUR SCHOOLS*

THE American people throughout their history have held great expectations for their schools and have seen them as means to the achievement of both individual and national goals and aspirations. The American schools have been wonderfully responsive to these demands. They have extended their reach downward and upward; they have contrived to enroll larger and larger proportions of the population; and they have constantly broadened their offerings and services in an attempt to minister to the new needs expressed by society.

Certainly the schools have not realized all the hopes placed upon them; but, by and large they have been the kinds of schools that the American people wanted and were willing to support. If they are to be charged with the ills of our society, it is only reasonable that they should be credited also with its virtues. It is not fanciful to suppose that there may be some relationship between the upward and outward extension of educational opportunities and our amazing scientific and technological progress. Claim can be laid also to a considerable share in the development of the work-skills which contribute to the increased productivity that underlies our present abundance. Probably no schools in the history of mankind have ever achieved so wide a range of objectives for so large a proportion of the population as have the schools of the United States.

*Adapted from an extended treatment of "New Demands in Education" now in process of publication in book form by the University of Pittsburgh Press.

New Demands on Education

The demands on education are still growing and taking on new dimensions which constitute a more fundamental challenge to the schools than the necessity for operating with a shortage of both classrooms and qualified teachers. In essence, the new demands spell out the need for a quality education for the masses, which is a demand never before made on the schools of a nation. Analysis of the situation compels a doubt that the schools as now constituted and supported can carry this burden of preparing man to occupy the new world which is emerging from repeated applications of science and technology to the material conditions of life.

New Work Skills

The need for curriculum reconstruction is also under-scored by the increasing level of literacy and technical skill required for effective work in industry, government, and the professions. The advance of the American economy is punctuated by the continuing destruction of low-skilled jobs and their replacement by jobs requiring highly developed technical or managerial skills. This process is now being accelerated so that industry will be demanding fewer and fewer routine operators and ever larger numbers of men with the skills to design, build, install, repair, and control machinery. A high proportion of the new jobs being created require basic understandings and skills in mathematics, science, and the arts of communication. Heavier demands are being made, too, on the ability to plan,

to coordinate operations, and to exercise independent judgment. These industrial demands for highly literate workers are paralleled in government and the military services. Our scientific and professional occupations now employ over five million persons as compared with just over 1,200,000 in 1900; and the demand is still rising.

Intercultural Communication

There was a time when acquaintance with the elements entering into Western civilization would entitle one to qualify as an educated citizen of the United States. This is no longer true. The responsibilities of citizenship in our closely knit world demand some knowledge of many cultures. For our own interests, as well as for the sake of our obligations to mankind, we need citizens who can understand how the peoples of other lands have come to terms with their own environments and, in so doing, developed institutions and systems of values different from ours. Educational agencies in the United States must set themselves a goal of helping our adult citizens and the young people now growing up to understand well enough the peoples of Africa, Korea, the Middle East, or other undeveloped lands, to help them achieve their own proper aspirations and to choose membership in the free world through the processes of enlightenment and social advance.

The American dream is centered around the idea of an individual who is free to work out his destiny in his own way and to determine

within broad general limits how he will make his particular contribution to society. Not only is man to be free to chart his private course, but the public policy itself is conceived as the resultant of choices freely arrived at by individual members of society. In the conditions of the modern world the knowledge requisite for wise decisions continually increases, and the effects of unwise choices grow daily more appalling. Thus, the importance of wise decisions is heightened and at the same time the complexity of the interacting factors makes wise decisions increasingly difficult to reach. If men, therefore, are to be free not only to think their own thoughts and to speak their own minds, but also to shape public policy through decisions individually arrived at, there must be some assurance that the free choices of individuals will somehow add up on the side of wisdom and the general welfare. Our chief guarantee of such an outcome lies in providing for all of our citizens a quality of education reserved in most societies for a small elite group.

Change Outstrips Prediction

There are persons who talk of predicating education upon the kinds of conditions which will be met in adult life by members of the rising generation; but, we are not wise enough to predict what these conditions will be. Who in 1900 could have predicted the hydrogen bomb, jet planes traveling at 2,000 miles per hour, color television, or the possibility of man-made satellites circling indefinitely in space. The rate of change constantly outspeeds the efforts of education to draw abreast of needs and makes futile any attempt to prepare narrowly for the demands of contemporary or emerging society.

I can see only one way out of this dilemma, and that is to aim for an education which will enable man to abstract from the culture the understandings and skills

through which to maintain his equilibrium in a field of rapidly shifting forces. The old argument among those who would have education address itself to immediate social needs and those who would have it beamed at the development of a "liberated" mind is now largely obsolete. The most immediate and pressing demands of our times, when analyzed, will turn out to be not those for narrow vocational skills or for easy social adjustment, but for a depth of understanding which will make it possible to apply the accumulated wisdom of the race to new conditions as they arise.

New Approaches Needed

All that we have been saying supports the notion that there is need for a thoroughgoing reformulation of the content, the method, and the administrative organization of education for all age groups. In our world of magnified power and telescoped space and time, the peoples of the world jostle each other with dangerously meager understandings of each other's destinations, needs, or intentions. They live in a constant state of anxiety because they do not understand well enough to control the new forces which man has unleashed. Technological change has outrun social invention and the minds of men have not been prepared to assimilate the changes already made, much less the even greater ones swarming beyond the horizon.

While the demands on education have increased enormously, the possibility of adapting educational provisions to emerging needs has also expanded greatly. The advances in biology, anthropology, psychology, and other social sciences have given us a new understanding of man and how he grows and learns. We are also in a much better position than formerly to tap the varied cultural resources of all the peoples of the earth. Consequently, the potential resources for the reconstruction of learning experiences and the preparation

of teachers are more numerous and diverse than in any previous period. Furthermore, the steady rise in national productivity and income makes possible the support of a vastly improved program of education without imposing any strain on the economy.

To achieve the necessary reconstruction of education, we must proceed on a broader front than previously and with a wider array of talent than has yet been brought to the task. Experienced teachers who know at first-hand the problems encountered in the education of the young must pool their knowledge with those who have had opportunity to observe and analyze the work of many different teachers in many kinds of situations. The special insights into human behavior of the clinical psychologist must be mingled with the anthropologist's understanding of how culture conditions learning, the sociologist's perceptions of the complex interaction between the school and the society in which it is rooted, and the historian's perspective on the growth and decline of institutions and civilization. Moreover, the choice of content for the learning sequences must be made with the active and enlightened assistance of mathematicians, scientists, and competent specialists from other areas of organized knowledge.

Teachers for Tomorrow

Construction of new sequences of learning experiences will be of little value unless we prepare teachers who have a firm grasp of the objectives to be sought and a highly developed ability to motivate and guide learners in those elements most essential to their own growth and to the demands of a changing society. The kinds of programs of teacher education which we provide in the next decade will condition the quality of American education for the remainder of the twentieth century.

The preparation of teachers should be one of the most highly valued activities on any university

or college campus; and institutions not willing to attach such value to this function should disqualify themselves from participation in it. The evidence of valuing should be reflected in staffing policies, in salaries, and in the willingness of members of the faculties of many departments to invest their time and thought in the improvement of teaching.

Research, the Bellwether

The quality of education demanded by our age cannot be achieved without increased emphasis on systematic research and on measures for translating research findings into educational practice. The whole fabric of a society in which all men share the responsibility for public policy rests on a foundation of universal education. But, universal education is a shaky foundation for civic responsibility in the modern world unless the educative process constantly is made more effective by the application of research. Students of education are aware of the need to develop theories of learning which take into account the purposive nature of the human organism. They recognize the need for intensive and sustained research into the nature of motivation and learning, definition and measurement of teaching effectiveness, and many other problems central to the work of the schools. For this fundamental research we cannot rely exclusively upon the efforts of graduate students or the meager amount of time which professors of education can set aside from crowded teaching schedules. Instead, we need to build teams of highly competent researchers who will devote their major efforts over a period of years to the construction and testing of hypotheses with regard to the factors influencing education.

It will not do, however, to wait upon the development of an exact science of education. Application of the imagination to the improvement of teaching and the organization of learning experiences holds as much promise as the advance-

ment of science. Improvement will come quickly, if a large number of teachers and students of education become imbued with a spirit of experimental inquiry; and, if the promising ideas evolved are tried out under conditions which permit careful and continuous evaluation. The laboratory schools on university campuses should pioneer in this work as they did in the period of the 1920's. Many other schools should encourage similar attempts by teachers to evolve and try out new ideas.

In order to reap the full benefits from research, improved programs of teacher education and curriculum revision, we must take steps to strengthen the organization and administration of our schools. Educational administration today is fraught with difficulties which arise in part from the mounting demands on education, and in part from such factors as increasing enrollments, the shortage of qualified teachers, the inadequacy and inelasticity of school revenues, and the existence of many school districts too small to provide a modern program of education.

Hope for schools equal to the demands of our times rests in a heavy investment of thought and an outpouring of resources to make possible drastically reorganized sequences of learning experiences, new patterns for the organization of teaching personnel, and a continuous process of imaginative planning and systematic evaluation. To be truly effective our American program of education must be suited to the responsibilities citizens should assume under a democratic government where individual choice and free enterprise prevail. Furthermore, it must be based on the best available knowledge of how learning takes place and how desirable social changes are produced.

To thus bring practices in the schools in line with the demands of our times and the current state of knowledge about learning will add to the cost of maintaining the

schools. Fortunately, the American economy has advanced to a point where doubling or tripling the expenditures for education will constitute no real drain on the national income. In fact, increased expenditures for education, so far from constituting a threat to our standards of living, will contribute to an increasing standard both by creating new demands for products and services, and by increasing worker effectiveness and productivity.

New Books

Teen-Age Tales, Book 4, by Ralph Roberts and Walter Barbe; **Teen-Age Tales**, Book 5, by Regina Heavey and Harriet L. Stewart, D. C. Heath and Co., 1957, 248 pages. Price, \$2.40.

Handbook on Corrective Reading, The American Adventure Series, by Dr. Emmett A. Betts, Wheeler Publishing Co., Chicago, 1956. 133 pages.

The Tragedy of King Lear, by William Shakespeare, Pocket Library Edition, Pocket Books, Inc., 630 Fifth Ave., New York 20, N.Y., 1957. 125 pages. Price, \$3.35.

Gulliver's Travels, by Jonathan Swift, Pocket Library Edition, Pocket Books, Inc., 630 Fifth Ave., New York 20, N. Y. 1957. 300 pages. Price, \$3.35.

Tristram Shandy, Laurence Sterne, Pocket Library Edition, Pocket Books, Inc., 630 Fifth Ave., New York 20, N. Y., 1957. 510 pages. Price, \$5.00.

Solid Geometry, by Rolland R. Smith and James F. Ulrich, World Book Co., Yonkers-On-Hudson, New York, 1957. 266 pages.

Challenging Gifted Children, by Jack W. Birch and Earl M. McWilliams, Public School Publishing Co., Bloomington, Ill., 1955. 49 pages.

Retrieving the Retarded Reader, revised edition, by Jack W. Birch, Public School Publishing Co., Bloomington, Ill., 1955. 32 pages.

Reaching the Mentally Retarded, by Jack W. Birch and Godfrey D. Stevens, Public School Publishing Co., Bloomington, Ill., 1955. 44 pages.

Handwriting for Left-Handed Children, Grades 1-6, by Luella Cole, Public School Publishing Co., Bloomington, Ill., 1955.

Solving Problems of Problem Children, by Jack W. Birch and Edward H. Stullken, Public School Publishing Co., Bloomington, Ill., 1956. 44 pages.

Business English in Action, Second Edition, by J. C. Tressler and Maurice C. Lipman, D. C. Heath and Co., Boston, 1957. 529 pages. Price, \$3.80.



A youthful Jolson belts out "California, Here I Come," while the dunce removed the cut-out from the map.



A class at the "Real Cool Music School" sings the opening number in their day's lesson.

Spring Program Blues??

By Willis R. M. Schott, Principal, Hancock Jr. High School

UNITS left dangling? Rehearsals poor? Casting difficult? Potential star failing? Sickness in the community? Costumes improperly fitted? Ticket sales, not even ONE? Can't get the music? Art department swamped? Programs not printed? Those annual program blues got you? Want a cure?

Here is our formula: (PAUSE, to allow for the removal of dried, stained coffee cups, empty aspirin bottles, midnight oil cans, red pencil stubs, and tattered old scripts).

$BST(m + Mu) = ME$

Blood, Sweat, and Tears times

Map plus Music equals Musical entertainment at Hancock Junior High, where a homegrown theatrical production entertained 500 persons last spring.

Skeptical? Well, sit back and visualize, if you will, this Broadway production (9427 S. Broadway, that is).

Our production's environment is the classroom of the "Real Cool Music School" where Readin' Ritin, and 'Rithmetic are learned the Rhythm Way.

Properties: School desks, teacher's desk and chair, six-foot ladder

and a map. Since the map was the main feature of "Musical Map" I had best tell of its construction.

Two coats of flat white paint were applied to four sheets of 4' x 8' x 1/8" masonite to give the necessary light base for the opaque projection of a 7" x 9" map of the United States. An unsuccessful attempt at projection of one-fourth of the map on one sheet of masonite required all four sheets be mounted and the full map projected at one time. Care was taken to allow for the disassembly of the map for movement from the study hall on completion.

Once the 48 state boundaries had been pencilled in by four art students, others took over with jars of water color paints, along with special glowing paints. This resulted in 32 different hues on the 8' x 16' map, which included parts of Canada, Mexico, and the oceans as well as the United States.

All this activity in study hall provoked much discussion as to the proper size of each state, its location, capital, products, order of entrance into the Union, historical significance, location as to Missouri, etc. We estimated at least 200 students gained information about the geography of our country.

Once the state colors had dried, still more students added narrow black outlines to each state. Shortly thereafter, other students made paper cut-outs the exact size of

(See Program Page 42)



Four students add finishing touches to the main feature of the program, the huge, colorful "Musical Map."



Two occupational therapists in this Kansas City School instruct children in handicraft. Here they are developing the children's hand use to encourage writing. Psychological services for the solution of five types of problems outlined in this article are available to any local school district making a request to the Section of Special Education.

UNDERSTANDING THE EXCEPTIONAL CHILD

A Psychologist Outlines Some of the Problems Encountered In Programs of Special Education

By Adrian J. Durant, Jr.
State Department of Education

WITH the rapid expansion of the special education facilities in Missouri, there has been an increasing awareness of the psychological problems which exist in the public schools as related to programs of special education. What are some of these problems, and what can be done toward meeting them?

To begin with, we meet the problem of general classification of children. For example, a third grade teacher reports that there is a boy in her class who just can't seem to do the work expected of a third grader. He does not pay at-

tention and the minute her back is turned he is annoying one of the other children or staring out the window. What is the matter with him?

Answering this question may involve anywhere from an interview of a few minutes to extensive diagnosis and evaluation, both physical and psychological. The discovery or elimination of possible physical causal factors is basic to any scheme of classification and should be considered as a necessary first step in dealing with a problem of this type. Naturally a child who cannot hear well will tend to lose interest when he does not know what is taking place or what is being discussed. Nor will a child of lowered vitality be able to appreciate completely or participate fully in the strenuous activ-

ities of the ordinary elementary youngster.

In general, the screening of pos-



Using this dictionary, which has larger than usual type, is of great benefit to the exceptional child. Facility with words lends ease to social and academic occasions by increasing a person's confidence in his ability to communicate with others.

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sible intellectually retarded children follows certain basic criteria: The child is educationally retarded and cannot do reasonably good academic work; the teacher should be convinced that the child needs special class help; physical defects must be ruled out before a non-learner can be considered mentally handicapped; the child's level of mental ability, as indicated by his intelligence quotient, must be below the normal range; and the child is low in both verbal and non-verbal ability.

Another important psychological problem to be met in the public school is that of mental health or personality adjustment. This includes the relationship between the pupil and his teacher, his relationship to his social group, and reactions and adjustments to the established curriculum. This problem is directly related to educational progress whether in the case of the so-called normal child or in that of a child who is considered exceptional.

A third psychological problem is posed by the parents of the child who is exceptional. The attitude of parents toward their child may be one of extreme solicitude and even servitude, or it may be one of indifference or almost complete rejection. Their understanding of the child's needs is basic to his desirable development and eventual social adjustment, as well as to their own mental health. It is not unusual to find a parent of a handicapped child who is far more affected emotionally by the problem than is either the child or the teacher upon whom the responsibility for his instruction rests. Counseling with parents serves to give them support and an understanding of the emotional factors involved.

Working with teachers and administrators regarding children who are exceptional is another important problem.

A fifth problem involves educational planning for meeting the individual needs of exceptional chil-

dren and can be successfully carried out only when adequate information has been assembled. A program of special education is one which is adjusted to the needs, aptitudes, abilities, disabilities, interests and capacities of a child. The adaptations are based on all the information available regarding the child, the fact that no two children are alike and that individual children can change rapidly in some phases of their development.

It follows then, that methods and techniques for obtaining the requisite information will vary from child to child, and the methods and techniques which are appropriate at any one stage of development may no longer be applicable at some other time, or at a different developmental level.

Two important concepts involved in educational planning should be mentioned. First, the concept of mental age, and second, the concept of readiness. The latter is a variable dependent in part upon the former. Conversely, mental age is an indicator of readiness. This can be illustrated by a practical example.

The Case of Danny

Let us suppose that Danny is an eight-year-old child and is in the third grade in an average elementary school. Danny's mental growth has been slower than that of other children of his age group, and he cannot fit into a learning program based on average ability. As he meets problems he cannot overcome, his discouragement increases and the learning process finally breaks down—he is failing.

Investigation and examination reveal the following facts: Danny is physically fit, his vision and hearing are adequate. However, an achievement test given recently in the school showed him to be functioning at a grade level of 1.2, approximately two years below the average achievement for his chronological age of 8 years, 3 months. An individual examination of intelligence yielded a mental age

level of 6 years, 4 months, and an intelligence quotient of 77. This shows him to be in the mentally retarded range of measured intelligence and indicates that his mental development is retarded about two years.

Actually therefore, Danny is not failing at all if the work he is doing is compared, not to some arbitrary grade level, but to his own ability to perform. With a mental level of 6 years, 4 months, he is just now *ready* for the usual first grade academic work.

Maturity Important

Physical and social maturity are important factors which cannot be overlooked in assessing the possible school success of the primary youngster.

Psychological services are available to any local school district making a request to the Section of Special Education to meet the types of problems which have been mentioned: general classification or school surveys; determination of eligibility for special education including individual examinations of intelligence; mental hygiene or personality adjustment where an exceptional child is involved; counseling with parents and teachers; and cooperating in the educational planning for the exceptional child.

TO HONOR SCIENCE TEACHERS AND STUDENTS

The University of Missouri is sponsoring a "Science Student and Teacher Recognition Day," Friday, March 22, in conjunction with Engineering Day. Colleges of the University campus offering pure or applied science courses, will open their research and teaching laboratories for the science teachers of the State and their outstanding students.

Invitations will be issued to all High School Mathematics, Biology, Physics and Chemistry teachers, through the principal of each respective school. Colleges of Agriculture, Arts and Science, Education, Engineering and Schools of Medicine, Nursing and Veterinary Medicine will participate, demonstrating the enormous opportunities in the scientific fields. Staff members in each department will be available to talk with teachers and their students concerning the scientific area they represent.

Retirement News

By G. L. Donahoe

The records and accounts of the Retirement System for the period July 1, 1955 to June 30, 1956 have been audited by the office of the State Auditor of Missouri, and the report of the audit has been transmitted to the Board of Trustees. The auditor's report included a verification of the financial statements prepared at the end of the fiscal year and submitted to the Board by the Executive Secretary. The Financial Statement as of June 30, 1956 is here printed in its entirety, while the statement of receipts, disbursements and balances for the fiscal year July 1, 1955 to June 30, 1956 is necessarily reduced to a summary.

During the fiscal year July 1, 1955 to June 30, 1956, 178 members were approved for service retirement, 17 members were approved for disability retirement, 54 members were deceased, and 46 retired members were deceased. During the fiscal year, 2,856 members withdrew contributions totaling \$727,173.03.

During the fiscal year, four applications for survivor's benefit payments to surviving dependents of deceased members were approved. Three of these applicants were widows with dependent children, and one applicant was a surviving spouse. Nine surviving dependents of deceased members were receiving monthly payments as of June 30, 1956.

Increased Dues

(Continued from Page 13)

Members of the Missouri State Teachers Association must face the issues and the challenge of education today, study the proposed program of expanded services, and decide whether or not we want it enough to pay more dues.

A new century lies ahead. The members of our profession must determine the course and the progress to be made in education.

PUBLIC SCHOOL RETIREMENT SYSTEM OF MISSOURI FINANCIAL STATEMENT AS OF JUNE 30, 1956

ASSETS

Cash			
Custodian's Account	\$	92,464.42	
On Hand-Deposited in July.....	\$	156,875.84	
Total Custodian's Account	\$	249,340.26	
Operating Account		18,494.40	
Total Cash			\$ 267,834.66
Investments			
U. S. Savings Bonds, Series "A"	250,000.00		
U. S. Treasury Investment—			
Series "B"	9,067,000.00		
U. S. Savings Defense Bonds,			
Series "F"	1,265,608.36		
U. S. Savings Defense Bonds,			
Series "G"	1,782,000.00		
U. S. Savings Bonds, Series "J"	209,704.98		
Bonds of Municipalities of Missouri	583,000.00	13,157,313.34	
Unamortized Premium on Securities			
Purchased	102,781.25		
Less: Unaccumulated Discount on			
Securities Purchased	34,423.54	68,357.71	
Total Bonds and Premium		13,225,671.05	
Unpaid Principal—FHA Loans	20,869,575.67		
Less: Discount on FHA Loans	79,321.59	20,790,254.08	
Total Investments			34,015,925.13
Accrued Interest on Investments			91,957.21
Accounts Receivable—St. Joseph			
School District			31,061.38
Total Assets			<u>\$34,406,778.38</u>

LIABILITIES AND RESERVES

Accumulated Contributions of			
Members		15,646,227.50	
Accumulated Contributions of			
Terminated Memberships		39,360.25	
Deposits of Members		16,500.67	
Military Service Credit Purchases		95.70	
Membership Credit			
Purchases-Out State		5,745.16	
Reinstatements		1,554.52	
Accounts Payable—			
Boatmen's National Bank		25,884.19	
Reserve for Benefits		18,648,103.27	
Contingent Reserve-Investments		23,307.12	
Total Liabilities and Reserves			<u>\$34,406,778.38</u>

SUMMARY OF RECEIPTS, DISBURSEMENTS AND BALANCES

BALANCE—JUNE 30, 1955		\$ 364,736.33
Receipts		
Contributions of Members	2,963,203.55	
Contributions of Employers	2,963,618.50	
Interest Received	988,467.49	
Sale and Redemption of Securities	1,252,125.58	
Other Receipts	69,957.84	
Receipts and Balances		8,602,109.29
Disbursements		
Purchase of Securities	6,606,221.52	
Referendum Expense	4,070.76	
Operating Expense		
Personal Services	\$ 42,900.81	
Actuarial Expense	4,852.50	
Investment & Safekeeping Expense	22,257.65	
Other Operating Expense	10,504.55	80,515.51
Withdrawals		
Deaths Before Retirement	30,550.36	
Deaths After Retirement	1,203.78	
Other Withdrawals	727,173.03	758,927.17
Refunds—Errors in Remittances		4,024.20
Retirement Allowances		
Service Retirement	796,795.53	
Disability Retirement	59,142.21	
Special Retirement	15,272.45	
Survivors Benefits	6,675.00	
Beneficiary Allowances	2,630.28	880,515.47
Total Disbursements		\$8,334,274.63
BALANCE—JUNE 30, 1956		<u>\$ 267,834.66</u>

MISSOURI SECRETARY'S PAGE

In Brief

THE Missouri breakfast at the NEA meeting in Philadelphia has been scheduled for 7:30 A. M., Tuesday, July 2. The first meeting of the Missouri delegation will follow immediately. Missouri headquarters will be Room 405, Benjamin Franklin Hotel. All Missourians in attendance are invited to spend as much time there as their schedules will permit.

The Reading Circle Committee meets on March 2 to formulate plans for the coming year. New copyrights are being received and the new lists will be available by July 1. One of the best collections of elementary library books anywhere is here at the Teachers Building. Let us make use of it in the selection of materials.

Over 9,000 Horace Mann automobile insurance policies have been issued Missouri teachers through the Association. This has been done by mail, with money-saving participants the only salesmen.

The Committee on Teacher Education and Professional Standards met on February 9.

The group plan of health and accident insurance is being continuously improved. A \$70.00 weekly income and a \$12.00 per day hospitalization are now available. The maximum benefit under the major medical has been raised to \$10,000, with no increase in premium.

Missouri flags, 3 ft. x 5 ft., in cotton, silk, or nylon may be secured from the Association. Your Auditorium stage would be attractive with a Missouri flag on one side and our National flag on the other.

The Missouri State Teachers Association has a record membership. NEA membership from Missouri has increased each year for the last ten years. This is indicative of a steady and solid growth. Missouri's NEA building fund quota has been far exceeded.

The Harris Teachers College, St. Louis, is this year celebrating its hundredth anniversary. Founded in 1857 as the St. Louis Normal

School, it was the first such school west of the Mississippi River.

Leadership Conference

The seventh state-wide leadership conference for community associations, sponsored by the Missouri State Teachers Association and the National Education Association, will again be held at the Bunker Hill Ranch Resort, the week of August 5-9, 1957.

Letters are going to the presidents and secretaries of community associations inviting them to proceed with the selection of delegates. Each community association is entitled to one delegate. Meals and lodging for delegates will be provided. The delegates are to be officers or potential leaders in our community associations. Next year, individuals who are genuinely interested in building more effective professional organizations.

This conference recognizes the local associations as the foundation of our professional structure, offering the greatest opportunity for improving services, standards, and welfare.

It is encouraging to see many of them becoming more active and effective.

Any community association will profit immensely by having a well chosen delegate in attendance. It is a vital part of the Association's program of professionalization.

Legislation

Detailed information with respect to school legislation appears elsewhere in this issue.

Let us keep in mind the major objectives. House Bill No. 34, improving the Missouri Public School Retirement System, has passed the House and is pending in the Senate.

House Bill No. 186 would appropriate \$73,141,183 for the public schools for the 1957-58 school year to finance in full the foundation program.

Federal participation in emergency school construction is now being actively considered by the Congress.

Let us keep informed on these and other pending proposals in order that we may properly interpret them to those who represent us.

Not Things But People

By TRUMAN PIERCE*

SUPERINTENDENTS sometimes worry because their jobs put them so far from the kids. They needn't. Actually, the duties of the superintendency find their only justification in a contribution to good instruction.

A concern for "better school administration" has attracted considerable attention as well as foundation funds in recent years. In the last analysis most people are saying this means administration for just one purpose: improved instruction.

Of course, everyone's in favor of better instruction. Trouble is we start too often with the wrong thing. The place to start is with people, not things. Important as new buildings and supplies may be, much can often be accomplished by better ways of teachers working together to learn from each other, closer attention to teacher morale, or effective use of consultants as helps to teachers.

Teachers who put in lots of extra hours just trying to keep up with the new developments in one field—take math, for instance—can sympathize with the superintendent who also has to keep up with the new curriculum developments if he is to "appraise the instructional program" and "give leadership." But for the superintendent it's not just math, but math, home economics, French, football, physics, and fire prevention. In other words, the great challenge to the superintendent is growth in the capacity to lead the improvement of instruction. To be knowledgeable in many fields is essential.

The nature of the superintendent's job makes the earmarking of

time for self-improvement a difficult task. Yet, the fact that it is difficult for him to exercise control over the use of his time is no insurmountable handicap. The job itself is the best kind of laboratory for the continuous development and improvement of needed competence. In this sense, one function of the superintendency is to provide a setting where he himself can learn.

The superintendent's own inservice education cannot be left to chance. Perhaps the first essential is for the superintendent's intellectual and professional outlook to be such that he analyzes his job and the strengths and weaknesses he brings to it as the setting for his professional growth. Methods of working together take on new significance. The role of qualitative evaluation increases in importance. The wise administrator picks up many cues from teachers and other colleagues as to administrative functions he could perform which would make a difference in instruction.

The superintendent who wants to see instruction improve must first of all straighten out the concept he has of his job. There is no reason why he should feel guilty or frustrated if his job demands more time spent on public relations, buildings, and finance than in visiting classrooms. Particularly is this so if he is superintendent in a fairly large school system. What is worth worrying about, however, is whether or not when he does these things—these thousands of duties which take him before dawn to after dusk—he appraises his actions in each case, and the decisions that are made, in terms of what all of this does for better instruction of boys and girls. Without this quality of outlook, there can be no leadership by the administrator toward instructional improvement.

For example, it may be hard to find extra space in that new elementary school for a room where teachers can have all of the conglomeration of paints, paste, and paper they want for the construction of teaching aids. It may be hard to find a spot in the budget for the salary of extra clerical help to operate the duplicating machine. But things like these are the things that make a difference in the kind of instruction that goes on in a school. These perhaps should stay even if the fancy foyer in the new building has to go.

It may look like a terrible bother and expense to the community penny-pincher at the annual budget hearing when teachers are encouraged to travel to conventions and conferences to hear about new methods and materials in their special fields. Yet there may be tremendous mileage from these dollars in the long run.

It is a wise superintendent who doesn't let the improvement stop with the one teacher who made the trip either. Setting up ways in which this teacher's ideas can be shared with the rest of the faculty means this expenditure for inservice learning is extended over and over.

Recent studies of school administration as it is practiced show how difficult it is sometimes to interpret the instructional role of administration. Perhaps it has not always been easy to see how the varied duties of the superintendent focus centrally upon instruction and its improvement. Teachers who have shared this concern with administrators will be interested in the current yearbook of the American Association of School Administrators.

"The Superintendent As Instructional Leader" predicts that an expanded role for the superintendent is a natural consequence for the future in terms of the requirements the public is almost sure to make of its schools. But his basic job—improving instruction—must keep top priority.

*This article is adapted from the yearbook of the American Association of School Administrators, *The Superintendent as Instructional Leader*, published in February 1957 (\$5.00). Dr. Pierce, dean of the school of education, Alabama Polytechnic Institute, served as a member of the yearbook commission.



How To Select a Music

By EDWIN W. JONES, Carterville

Director

THE superintendent was angry. You could tell that by the way he walked down the hall. If you'd been near you'd probably have heard him say to himself: "Three music teachers in three years! Now it looks like I'll have to get a fourth—"

Why?

"There could be several reasons," you veteran administrators are apt to say, "why this school man had many unhappy moments with his music director and his department. One reason might be that his music man was not too strong."

Music teachers (we are speaking of band and vocal directors in this article) might add: "If a superintendent finds he has trouble getting a good music teacher—and has trouble holding a good music teacher—perhaps he should consider his problem more thoroughly."

SOMETHING is wrong.

Placement bureaus report many administrators are in a continuous search for music teachers. And many music teachers, disgruntled with their lot, are seeking places where the sun shines at least 180 days of the year.

The Big Turnover

One agency in a single hiring season sent the writer approximately 500 music vacancies in the central states. The bureau at K.S. T.C. in Pittsburg listed over 200 music vacancies in 1955.

Who suffers?

Usually, the boys and girls are hurt the most. Most psychologists say that the average music pupil is

rather sensitive and feels more secure when he has a more or less "permanent" music instructor. A new music teacher almost every year does not help the youngster. (And we know there is little practical gain for the department or school where there is a too frequent turnover.)

"Why is there such a turnover in music teachers?" I asked a better teacher than I am, one day. "Is it money?"

He smiled. "Not always," he



said. "For one thing music teaching is not an easy job. Another thing," he went on, "is that many superintendents do not know how to hire the type music teacher they need. Or don't give it sufficient thought."

(I thought I knew a few of the usual answers to the next question, but I wanted to hear him talk on—as he was likable and very intelligent.)

"Why is music teaching a hard job?" I asked.

He cleared his throat. "Well," he said, "music isn't learned easily. Especially, instrumental music. It takes much time and consistent effort. But the average school administrator and the public want results rather quickly. This causes the music teacher to work at high pressure."

"Lots of people work under pressure," I teased him.

He shrugged. "But the kind of

pressure a public school music teacher works under," he said, "is very trying on the nerves. Really," he became thoughtful, "it is a very hard job."

Not Enough Thought

Concerning his statement: "Many superintendents do not know how to select a good music teacher—or do not give it sufficient thought,"—I feel he has made a point of at least some merit.

Numerous times while doing graduate work I heard administrators say casually: "I'm looking for a music teacher. Know where I can get one?" Or: "If you hear of an available music man, let me know at once."

Never did I see or hear of a superintendent seriously concerned with searching for the best music teacher he could find. Never did I hear a seeker of music teachers say: "I hear Tom Brown down at Galena has been doing a fine job in his music department for many years. I believe I'll investigate him thoroughly, talk to his superintendent about a possible release, and if all is well—offer him the job at my place."

What often happens?

Sup't. X., needing a music man, writes or calls several bureaus saying: "Send me a music teacher, if (See Music Director Page 44)



Items of Interest

June Newlin, rural teacher of Macon County for the past 24 years, is this year teaching the fifth and sixth grades in the New Cambria system.

Fred Barfield from Okolona, Ark. has been employed to teach mathematics in the Parma highschool.

Bob Small of South Greenfield who has represented the Grade Teacher in Missouri for several years is now also associated with the Wheeler Publishing Company.

Anne Henderson, Spanish teacher in the Hanley junior highschool, University City, has been awarded a Rotary Fellowship that will provide for a year's study abroad.

Mrs. Madelyne Roussin Warnhoff, a teacher in the St. Louis schools last year, is this year teaching Maple Grove, a rural school in Franklin County. Mrs. Warnhoff believes that she teaches in a school with probably one of the smallest enrollments in the state. There are only two resident pupils and two from adjacent districts attending in this district.

Mrs. Allen Carrell, a former teacher at Parma, has returned to this district to teach seventh grade.

Verna Smith has been appointed director of publicity for the Ritenour School District.

Francis Eugene Darling, has joined the faculty of the Williamsville district. He is graduate of Central Missouri State College.

Mrs. Nancy Ramey of Harrisonville, Mo. has been appointed supervisor and instructor of elementary education in the State Normal and Industrial College of Ellendale, North Dakota (1956-57). Mrs. Ramey has taught a number of years in the schools of Cass County having served the past six years as principal of the Harrisonville elementary school.

Richard Ball, assistant dean and director of admissions, Junior College of Kansas City, began his duties Jan. 28 as principal of the Westport School in Kansas City.

Joseph M. Corcoran of Columbia, Mo. has been appointed representative for Lyons and Carnahan Publishing Co. to serve Missouri.

Donald K. Walker, formerly principal of the Kirksville junior highschool, is the new principal of the Arthur A. Hoech junior highschool in Ritenour. He succeeds James A. Painter who was promoted to a newly created post

of administrative assistant to Superintendent Wendell L. Evans.

Kent G. Barber, superintendent, Stanberry schools, has announced that Board President Hershel Jennings has appointed a Citizens' Committee to assist the Board in evaluating ideas concerning a proposed new elementary building. The Board is contemplating a bond issue for sometime this spring.

Lilburn Hoehn, a recent graduate of the University of Missouri, is the new teacher of sophomore English of the R-3 highschool of Warren County.

Glenn O. Brown, superintendent, Winona schools, has announced the letting of a contract in the amount of \$117,394 for the building of an eight room elementary building with multipurpose room, kitchen, office, health room, rest rooms and storage space.

Herold C. Hunt, a former superintendent of the Kansas City public schools and currently serving as undersecretary of Health, Education and Welfare in Washington, D.C., has resigned to return to Harvard University where he will resume his duties as professor in the school of graduate education.

Frank S. Paxson, principal, Ladonia Community highschool, resigned Feb. 4 to take a position with the Zone Petroleum Products Co.

Elmer D. Harpham, superintendent, Novinger Consolidated School District, was reemployed at a substantial increase in salary and given a two-year contract by the Novinger Board of Education on Feb. 3.

Mrs. Edith Younger, former teacher at Savannah, has returned to this system as a member of the junior highschool staff.

Sam Elliott, a recent graduate of Northwest Missouri State College, Maryville, has joined the junior highschool faculty at Savannah.

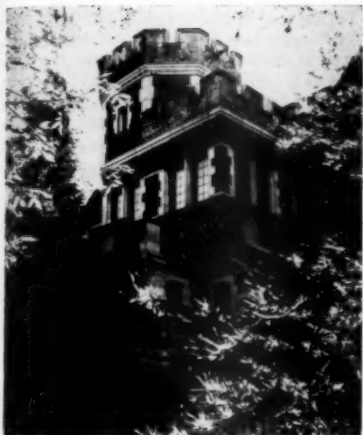
100% COUNTIES

Three additional counties have completed enrollments and joined the 100% group since the list was published in the January 1957 issue. The counties and the county superintendent of each of those recently reaching the professional goal of 100% are:

CharitonMrs. Zoe A. Wiley
ScottWard O. Brasher
WorthKenton E. Thompson
Other counties lack only one or two and will be in the 100% column before long.



SPRINGFIELD SCHOOL HISTORY is being reviewed in a sharing of old photographs of groups, incidents and individuals connected with the Springfield public schools in the past by this group of present and past staff members. Standing, left to right, are hostesses Miriam Brown, curriculum center librarian; Margaret Brown, principal, Westport School; Mae Devereux, principal, Bowerman School. Seated, left to right, are: Gertrude Wood, former principal at McGregor School; Mrs. Josephine Young, former principal at Boyd School; Nell Mooney, former principal at Fairbanks School; Mrs. Maud Bradley, former speech correctionist and former principal at Rountree School; and Edna Wood, former principal at Robberson School. These retired teachers, who call themselves "The Oldsters," meet regularly for sessions of reminiscence similar to this.



EPPELSON HOUSE, home of the School of Education, is located on the southwest corner of the campus in the famed Country Club Plaza district. Its excellent facilities and beautiful setting provide an ideal spot for summer study.

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Registration for 2, 4, 6, 8, or 12 week periods is possible

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Director, Special Education, State of Missouri
- **Understanding Behavior** —**DR. MARIE RASEY**— June 7-June 21
Author, Professor of Education, Wayne University
- **Assessing Personality** —**DR. PAUL DIEDRICH**— June 24-July 5
Educational Testing Service, Princeton, N. J.
- **New Psychological Procedures** —**DR. GEORGE KELLY**— August 12-August 23
Author, Chairman Department of Clinical Psychology, Ohio State University

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A new dormitory, completely air-conditioned, will provide pleasant living quarters for 300 women students and married couples. Other nearby housing facilities are available for men.



CHILDREN OF STUDENTS, pre-school age through the seventh grade, may be enrolled in the Demonstration School while parents attend classes.

The University of Kansas City is Accredited by: The North Central Association of Colleges and Universities, The Association of American Colleges, The Association of American Universities, The International Association of Universities, and other accrediting agencies.

FOR FURTHER INFORMATION write to: Dean, School of Education, Epperson House
University of Kansas City, Kansas City 10, Missouri

SCHOOLS RECEIVE PARENT OPINIONS

Results of a city-wide parent opinion survey conducted recently by the Springfield Public Schools have been announced by Superintendent Willard J. Graff.

A total of 4,825 families, representing an estimated 40 percent of those represented in the school system, responded to the opinion poll.

Tabulation of the questionnaires indicated that 4,039 of the 4,825 families feel that the Springfield schools are doing "a good job" of educating the city's growing pupil population. Another 689 families appraised the school system's efforts as "a fair job," while only 21 questionnaires were checked "a poor job." The rating section of the questionnaire was left blank by 64 families who responded in the poll.

"We received some excellent constructive criticisms concerning our school program," Graff said, "and all principals are planning to conduct several staff meetings to carefully study the opinions expressed in the survey."

Parents were asked to write suggestions for improving the school program along with lists of what they like best and least about the work of the schools.

The program of reading instruction was most mentioned among letters from the parents of elementary pupils,

he said, including suggestions that continued emphasis be placed on phonics and oral reading.

Playground supervision in elementary schools was frequently mentioned as another area worthy of increased emphasis.

Many parents suggested that pupils be given more homework, but almost an equal number suggested that pupils be given less homework. A large number of parents asked that they be given more assistance by the schools in working with their children in homework assignments.

In many replies, parents expressed appreciation for the personal interest teachers show in their children and in the broad subject offerings available to Springfield high school students.

JR. CLASSICAL LEAGUE TO MEET MARCH 30

The eighth annual Missouri state convention of the Junior Classical League, a national organization of high-school Latin Club members, will be Saturday, March 30, at Hanley Junior High School in University City. Gathering will be students and teachers from public, private, and parochial schools.

Missouri President Carol Rederer of John Burroughs School in Clayton will preside, aided by state vice-president Carol Gevecker of Rolla High School and state secretary Larry Kurt of

Kirkwood High School. The program will feature numbers presented by several of the forty-one member schools.

Each affiliated school may send as many teachers and students to the convention as it wishes, but only one voting delegate who will pay a registration fee of \$1.00 in behalf of his school.

Over five hundred students and teachers were present at last year's state convention, and seventy-five Missouri members attended the national convention at Miami University, Oxford, Ohio, last June. Tentative plans to hold this year's national convention at Colorado College, Colorado Springs, have been made.

For additional information about either the state or national organizations of the Junior Classical League, please write to Miss Isabelle Ruth Schwerdtmann (Chairman for Missouri), Nipher Junior High School, 700 South Kirkwood Road, Kirkwood 22, Missouri.

BONDS VOTED

Linden: \$200,000 to finance an addition to a school building under construction.

Raytown: \$650,000 issue for a new elementary building and an addition to the existing structure. The Raytown District under the leadership of Joe Herndon has voted a bond issue each year since 1947.

During the 11 consecutive years that

THE UNIVERSITY OF MISSOURI

1957 Summer Session June 10-August 2, 1957

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Summer Session classes will be offered in all the University Schools and Colleges:

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FOR INFORMATION ABOUT THE SUMMER SESSION WRITE TO

DIRECTOR OF THE SUMMER SESSION

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s that

the voters have approved a bond issue the number participating in the election has increased steadily with last year's election recording 1,590 ballots.

The size of the issues voted have ranged from \$350,000 to \$1,000,000. School district tax rate is set at \$3.25.

Lee's Summit (R-7) Jackson County: \$310,000 for an addition to the senior highschool that will accommodate 340 students.

Independence: \$820,000 issue for the construction of 19 elementary classrooms, a highschool cafeteria, and a highschool auditorium.

MISSOURI HISTORY BOOK PUBLISHED



A. Loyd and Georgia I. Collins, of Poplar Bluff, Mo., authors of the new state history, *Hero Stories from Missouri History*.

A new history of the state, entitled **Hero Stories from Missouri History**, by A. Loyd and Georgia I. Collins, has just come off the press.

The book contains about 350 pages, packed with historical facts. Many outstanding Missourians, especially early pioneers are mentioned which other writers have neglected.

The Collins relate events in history with many humorous anecdotes that keep the reader spellbound until the book is finished. From the early explorers, to the pioneers, river heroes, the railroad builders, Pony Express, the Civil War right down to the flood of 1951, the book describes in interesting detail the exciting part that Missourians took in settling the west.

For years there has been a great need for such a Missouri History book in our public schools. The wordage is simple enough for a fifth grader, yet the text is complete enough for use by high school and college classes.

The authors in the preface to "Hero Stories from Missouri History" state:

"The aim of the authors of this book has been to make the work as interesting and as anecdotal as possible, and at the same time to impart to the reader some of the important facts in connection with the development of the state of Missouri and its history. No state, with probably the exception of Virginia and Massachusetts, has had more national significance, in re-

lation to our country as a whole, than Missouri."

The authors of the book are native Missourians. They have been active in educational work for many years. Mr. Collins served as president of the Moark College in West Plains before coming to Poplar Bluff in 1951. Mrs. Collins, the former Miss Georgia Cowan, was a teacher at Warrensburg, Missouri until her marriage in 1925.

The new book may be obtained by

sending \$4.00 to Burton Publishing Company, 3629 Central, Kansas City, Mo.

—Eunice Pennington, Fremont, Mo.

SCHOOLS FOR TOMORROW

Dr. Alexander J. Stoddard, former Superintendent of Schools in Philadelphia and Los Angeles, suggests that all American public schools be equipped with closed-circuit television

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Sketch used here is from the booklet **BALANCE IN NATURE**. Most of the illustrations are true-life photos... It is one of Row, Peterson's popular basic science education series. It's by Parker & Buchsbaum.

To get booklet, described, write to CHICAGO NATURAL HISTORY MUSEUM, Chicago 5, Ill. and send 60¢ ppd.

in order to raise the quality of instruction, overcome the critical shortage of teachers, and provide the necessary funds for substantial increases in teacher salaries.

Dr. Stoddard, who has just completed a year-long survey of the major problems of the American public schools in 72 communities, declared

in his report, "Schools for Tomorrow," that the universal incorporation of television in the country's public schools, could effect a saving of 100,000 teaching positions and more than \$500,000,-000 in teaching salaries.

Dr. Stoddard urged that no elementary, junior or senior high school be built without one or more television

studios and closed-circuit apparatus to all parts of the building.

"Schools for Tomorrow" is being published by The Fund for the Advancement of Education and made available to school superintendents, local boards of education, and local citizen groups concerned with education. Additional copies may be obtained without charge from the offices of the Fund, 655 Madison Avenue, New York 21, New York.

EARNs DOCTORATE

C. C. Baker, superintendent of the



Dr. C. C. Baker

Cassville Consolidated schools, received the doctorate of education degree at the 10th Winter Commencement Exercises at the University of Arkansas on Jan. 26.

The title of Dr. Baker's dissertation was "A Study of Guiding Principles to be Used in Developing a Handbook for Administrators." His advisor was Dr. Roy B. Allen, a graduate of the University of Missouri.

Three other members of the Cassville faculty received the advance degree Master of Education at the Jan. 26 commencement exercises. They were Mrs. Eunice Thomas, elementary principal; Mrs. Faye Priest, second grade, Central Elementary school, and Raymond Timmons, social studies and special supervisor for transportation.

BIBLIOGRAPHY LISTS AUTOMATION ITEMS

"Trends indicate that by the time the present generation of highschool students seek employment, the automated factory or office may be the destiny of many of them," writes Howard K. Hogan, Consultant in the industrial education branch of the U.S. Office of Education, in the introduction of "Technological Advances and Skilled Manpower," a recent publication of that office.

Whether they will be adequately prepared for problems arising from technological change, says Mr. Hogan, depends on their technical competency, their understanding of the impact of automation on our economy, and the extent to which they support intelligent policies by management, labor, trade, professional associations and government.

The 67-page pamphlet is an annotated bibliography of relatively non-

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technical current items giving points of view of the various interest groups.

The bibliography is sold by the U.S. Government Printing Office, Washington 25, D.C. at \$.45 per copy.

FOR YOU TO READ

The January, 1957 issue of "Red-book" published an article entitled "What Happened To The 3 R's?"

The apparent purpose of the article is to show that the objectives of elementary education today are broader than in the past, that the schools are doing more than teaching the 3 R's in that they are trying to develop citizens with social consciousness, adults who will lead happy, useful lives.

My Korean Teacher

By Tom Trahin, Warrensburg

He was quite a man! Five feet two, scuffed tennis shoes, racetrack sport coat, Roosevelt cigarette holder—and a smile two feet wide. His eyes danced with laughter; yet they held that deep thoughtfulness that only the Asiatic knows. He asked for a cigarette; I made him pay for it by telling my story. He

listened to tales of wonderful college days and then black Friday when I received that stinking recall letter. He heard about the mad Pacific Ocean and all us using our helmets to vomit in; then how those same helmets were used to wash faces of men living at the front in groundhog style.

And how we were given rest by being shipped to this orphaned island to guard North Korean prisoners. He listened and looked me over carefully and then grinned. Guess he felt the price of the cigarette wasn't too high.

His name was Lee and he was Korean all over. His English hinted of travel beyond the local mud so I let him talk; besides I was lonely. Raised and educated by Christian missionaries from the U. S., he had fled when the Japs took over. When the U. S. won that war, he returned to Korea with a vision of greatness for his country and became principal of a high school in Inchon. When the U. S. took a hand in settling the Korean conflict and got "rabbit-punched" by the Chinese he fled south with the army. Now he was "holding school" for houseboys, nurses, mess cooks and other Korean personnel who were attached to the army. He asked if I would lecture to his class. I accepted, then left and wondered what I was qualified to talk about.

Mr. Lee's English Language School was held in a quonset hut at night; during the day Americans argued court martial cases there. When I entered, thirty different sized Koreans stood and bowed. I tipped my G. I. hat in return. When I sat down thirty faces riveted on Mr. Lee. They were the faces of boys and girls hungry for food; but more hungry for information. Mr. Lee introduced me as a university scholar from the United States. He kindly forgot to



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mention my lowly corporals stripes. He also saved me the trouble of further worry about what I was to lecture on; he announced that I would speak on life in the United States.

I got off to a rather slow start; just casually mentioned that the U. S. was the greatest, wealthiest, hundred - percent - of - everything - country in the world. Then I really warmed up with a few facts about how many more cars, telephones, radios and kitchen sinks we had than any other nation. Why, I talked so much about the things we had, I figured some of the students might think I was speaking on the glories of heaven; rather than hometown U. S. A.

I felt like a king! I really glowed—you see, I was glad to be a red-hot American.

The next night, about half-way through another rip-snorting lecture on more wonders to be found in America, I was puzzled to read a heartache written on every face. Thinking they were feeling sorry for themselves, I asked if there were any comments or questions. All eyes lowered for a few seconds and then very slowly one small hand went up. In a humble voice he said, "Sir, America must be very wonderful with its cars and radios and everything. But Mr. Lee teaches us that before we deserve material things we should learn to be kind to each other."

Several years have passed and people now call me a teacher. I'll agree only when they can see in me the likeness to a man who is five feet two, wears scuffed tennis shoes, racetrack sport coat, a smile two feet wide—and who teaches that before we deserve material things we should learn to be kind to each other.

SCHOOL CIVIL DEFENSE BOOKLET OFFERED

About 40,000 copies of "Civil Defense Education thru Elementary and Secondary Schools" are being distributed to members of national high-school principals' organizations and other key educators throughout the

country.

This 36-page booklet is a publication of the National Education Association designed to guide administrators in making civil defense safety education an integral part of the school program.

Single copies may be secured free from the Federal Civil Defense Administration, Battle Creek, Mich.

ICEC'S CONVENTION TO PITTSBURGH

The International Council for Exceptional Children (ICEC) has announced that "Creativity in the Education of Exceptional Children and Youth" will be the theme of its 35th annual convention scheduled to be held in Pittsburgh, Pa., April 23-27.

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Harley Z. Wooden, ICEC executive secretary, estimates that approximately 1500 educators, community leaders, and parents will attend the sessions and view exhibits at the Hotel Penn Sheraton.

OFFICERS ELECTED BY TEXTBOOK MEN

The Missouri Textbook Men's Association elected officers and heard a former state superintendent of schools at its annual business meeting held in the Daniel Boone Hotel, Columbia, Jan. 14.

Lloyd W. King, executive secretary of the American Textbook Publishers Institute, spoke on the activities of the Institute. Mr. King was formerly state superintendent of schools in Missouri before going to the New York position in 1943.

New officers elected to head the Textbook Men's Association for this year are: Earl H. Boucher, St. Louis, president; Gordon F. King, Columbia, first vice-president; W. J. Breuer, Springfield, second vice-president; and W. Lee Burney, St. Louis, member of the executive committee.

The following are holdovers from previous years: Don Chaney, Columbia, secretary-treasurer; Forrest Moore, Springfield and Everett Deardorff, Springfield, members of the executive committee.

CAPE GIRARDEAU IMPROVES DIETS

Cape Girardeau Public Schools have published a report of a nutrition education program instituted in the schools. The report includes two surveys, one taken before the program began and another taken recently.

Graphs comparing the surveys indicate a marked improvement in the diet of children in Cape Girardeau elementary schools.

The program was the result of work done by a committee of district principals and nurses called by the superintendent. The committee and the board of education met with the district nutritionist, and at her suggestion a coordinator was appointed to start the program.

The report includes an outline of teaching units for the elementary grades, and public relations activities used in establishing parental cooperation.

SCIENCE TEACHERS TO CONVENE

"New Frontiers for Science Teachers" will be the theme of the 5th national convention of the National Science Teachers Association (NEA) which will meet at the Hotel Cleveland, Cleveland, Ohio, March 20-23.

Speakers at the convention will include such personages as Dr. Arthur S. Flemming, director of the Office of Defense Mobilization; Dr. I. Bernard Cohen, Harvard professor of science history; and Dennis Flanagan editor of Scientific American.

CTA DISCUSSES PUBLIC RELATIONS

The Humansville community teachers association at a recent meeting featured a panel discussion of "Improvement of Public Relations Between School and Community." The panel members represented a cross section of the community with a mother, school board member, PTA officer, minister, newspaper editor, businessman and two teachers.

TOUR FOR TEACHERS

Continental Trailways is offering teachers an 11-day tour of the southern United States leaving Kansas City, Mo., Aug. 8.

The tour will visit Little Rock, Natchez, New Orleans, Tallahassee, Ft. Meyers, Miami, St. Augustine, Atlanta and Nashville.

Cost of the trip including transportation, twin bed accommodations in hotels, hotel tips and sightseeing is \$149.95 tax included.

For further information please write C. S. Woodlan, Jr., Continental Trailways, 322 West 19th St., Kansas City, Missouri.

SCHOOL NAMED FOR SUPERINTENDENT

The St. Charles Board of Education has voted to name a new elementary school in honor of the present superintendent of schools, Stephen Blackhurst.

The \$100,000 school will be the first in this district to be named in honor of a St. Charles man. The building will include a kindergarten, four classrooms and a multipurpose cafeteria room and office in the original wing.

Architects are planning the building so that it will be expandable.

NEW PUBLICATIONS

The following publications of the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. may be obtained from the division indicated:

Rankings of the States, Research Division, NEA. 25c per copy. Quantity discounts. This new publication consists of 32 tables of data on educational attainment, school expenditures, etc., of all the states in the union.

Budgeting for Better Teaching of Homemaking, Department of Home Economics, NEA. 15 p. 25c per copy. Quantity discounts. A bi-annual publication, the pamphlet gives some pointers on the importance of business-like budgeting and purposeful planning in improving the environment for the teaching of homemaking.

Ethics for Teachers, Department of Classroom Teachers, NEA. 24 p. 25c per copy. Quantity discounts. This booklet is designed to approach the question of a code of professional ethics from the angle of the individual teacher and from the angle of leaders in local associations.

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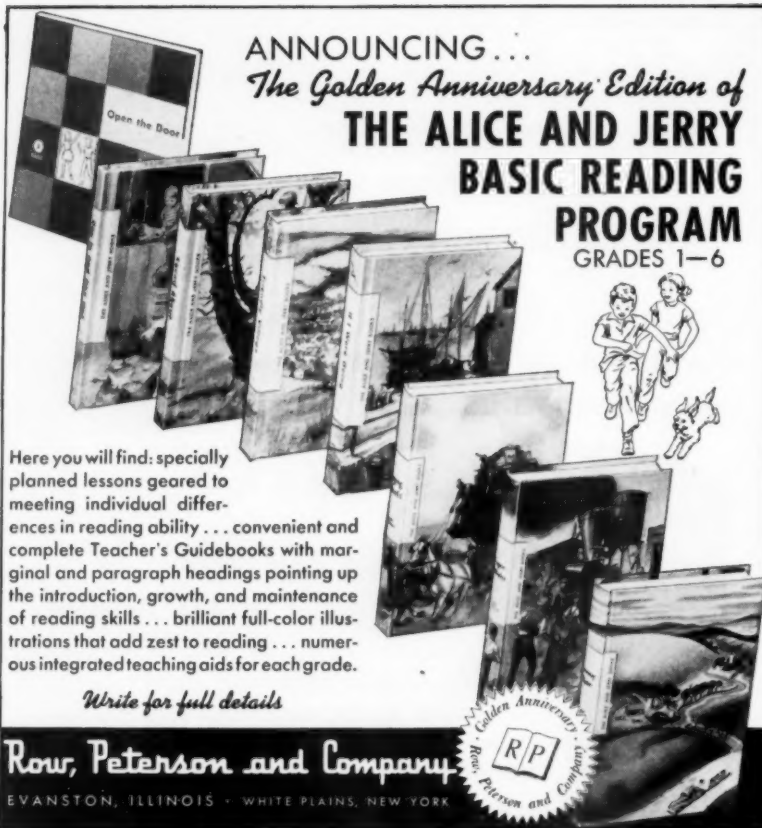
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DEATHS

EVERETTE W. ALEXANDER

Everette W. Alexander, 62, St. Louis school teacher and principal since 1927, died unexpectedly Jan. 19.

JOHN UHLIG

John Uhlig, teacher of the sixth grade in the Hardin junior high school, Mexico, died Jan. 22 of a heart attack. Burial was at Mokane.

DEWITT BECKWITH

Dewitt Beckwith, 47, a former teacher and superintendent of schools in Missouri, died about the middle of January at St. Luke's Hospital in Kansas City. He was a native of Wheeling, Mo. and had been employed as staff writer with the U.N.

C. A. CHAMBERS

C. A. Chambers, a former teacher and for four years postmaster at Butler, died Jan. 15 at the Butler Memorial Hospital after an extended illness of several months.

He taught in rural schools and for several years was principal of the East School at Butler. After retirement and during World War II he returned to teaching service as superintendent at Amsterdam and Rockville.

MRS. ARTHUR ROBINSON

Mrs. Arthur Robinson, 55, died at her home near Santa Rosa last Aug. 19.

She was a teacher for 20 years in the schools of DeKalb County having taught in Santa Rosa, Clarksdale and the Weatherby School of the Maysville District. Mrs. Robinson was a graduate of Northwest State College.

GARLAND PINNER

Garland Pinner, 33, track coach at Central high school, Springfield, was found dead in his car at his home on Jan. 30. Mr. Pinner had formerly taught two years at Metz and four years at Weston.

GERTRUDE L. ALMOND

Gertrude L. Almond, 51, of Milan died Jan. 22. She served as a teacher after graduating from the Milan high school in 1923.

MRS. LUCILE S. WEBSTER

Mrs. Lucile S. Webster, 68, for the past 12 years a teacher in the Krug school, St. Joseph, died Oct. 1 of heart disease.

ADDIE BROWN

Addie Brown, who retired after teaching 49 years in the St. Joseph schools, died Sept. 17.

MABEL WHITE

Mabel White, who began her teaching duties in St. Joseph in 1902 and

spent her last 25 years as principal of Sherwood school in this system, died Nov. 29.

THERESA KILFOYLE

Theresa Kilfoyle, a retired St. Joseph teacher, died Jan. 15.

LAURA ROHLFING

Laura M. Rohlfling, 54, an elementary school teacher in Wellston for 32 years, died of cancer Feb. 2 in St. Mary's Hospital, St. Louis. She taught second grade at Spensmar School for the last 12 years.

ENGLISH TEACHERS TO MEET APRIL 6

The Missouri Association of Teachers of English will hold its spring meeting at the Jefferson City Junior College, Jefferson City, Saturday, April 6, according to President Thomas G. Moore of the Ferguson highschool.

A workshop on Missouri literature will be conducted. The morning session will get under way at 9:30 a.m. and will include registration, an address and the business meeting.

Following the 12:30 p.m. luncheon will be the afternoon session which will deal with current Missouri literature reviews and a play by a Missouri author.

Reservations for luncheon are to be made with Miss Ruth Toalson, Jefferson City Junior College, Jefferson City.

SCIENCE COUNCIL TO MEET IN ST. LOUIS

The National Council for Elementary Science will convene March 16 and 17 at the Sheraton-Jefferson Hotel in St. Louis.

Conference group discussions will appraise science in early childhood education and in the intermediate and upper grades and discuss experiences in problem solving for children, outdoors education with children, a science program based on a developmental approach, and science for children through radio and television.

The first general session will be at 9 a.m., Saturday the 16th. On the local committee of the Council are John Whitney, Rex Conyers and Elizabeth Golterman, all of St. Louis.

John Whitney, dean of instruction, Harris Teachers' College, St. Louis will lead one of the discussion groups, and Philip J. Hickey, St. Louis, superintendent of instruction, will give the welcoming address at the first session.

Missourians to act as consultants for the group discussions are: Jessie Elliff, Springfield; Harriett Bick, St. Louis; Hillis Howie, St. Louis; Sue Bleikamp, St. Louis; Paul Neel, St. Louis; Clair Brewer, Springfield; Ruth Cornelius, St. Louis; Jennings Biebel, St. Louis; Marie Gaffron, St. Louis; Rex Conyers, St. Louis; Laura Gibson, University City; Mildred Eaton, Springfield; Pearl Yaeger, St. Louis; Gertrude Hoffsten, St. Louis; and Helen Heigold, St. Louis.

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IMPORTANT EVENTS

MARCH

- 1 Department of Audio-Visual Instruction National Convention, NEA, Washington, D. C., March 1-5, 1957.
- 2 CMSC District Classroom Teachers Workshop, Warrensburg, March 2, 1957.
- 5 Education Day, University of Missouri, Columbia, Mo., March 5, 1957.
- 6 CMSC School Board-School Administrators Conference, Warrensburg, March 6, 1957.
- 7 State Art Conference, Columbia, March 7-9, 1957.
- 7 St. Joseph Classroom Teachers Association, Child Guidance Workshop, YWCA Auditorium, 7 p.m., March 7, 1957.
- 10 Missouri Home Economics Week, State-wide Celebration, March 10-16, 1957.
- 17 Association for Supervision and Curriculum Development Annual Conference, NEA, St. Louis, Mo., March 17-21, 1957.
- 20 National Science Teachers Association National Convention, NEA, Cleveland, Ohio, March 20-23, 1957.

- 22 Missouri Home Economics Association, Annual Conference, Student Union, University of Missouri, Columbia, March 22-23, 1957.
- 22 CMSC Secondary School Principals Workshop, Warrensburg, March 22, 1957.
- 24 Department of Elementary School Principals, Annual Meeting, NEA, Cincinnati, Ohio, March 24-29, 1957.
- 28 Missouri Valley Adult Education Association Annual Conference, Hotel Fort Des Moines, Des Moines, Iowa, March 28-29, 1957.
- 29 National Council of Teachers of Mathematics Annual Meeting, NEA, Philadelphia, Pa., March 29-30, 1957.
- 30 Department of Business Education, MSTa, 7th Annual Conference, Columbia, March 30, 1957.

APRIL

- 4 NEA Centennial Birthday Party, April 4, 1957.
- 5 St. Louis Suburban Teachers Association, Spring Conference, Washington University Field House, St. Louis, April 5, 1957.
- 6 Northeast Missouri Reading Conference, State Teachers College, Kirksville, April 6, 1957.
- 7 Midwest Regional Drive-In Conference for School Administrators, Des Moines, Iowa, April 7-9, 1957.
- 10 American Association for Health, Physical Education and Recreation, Central District, NEA, St. Louis, April 10-13, 1957.
- 11 Missouri School Business Officials, Springfield, April 11-13, 1957.
- 11 Elementary School Principals, MSTa, Spring Conference, Columbia, April 11-12, 1957.
- 12 Missouri School Food Service Association Annual Convention, Jefferson City, April 12-13, 1957.
- 12 Industrial Education Annual Spring Conference, University of Missouri, April 12-13, 1957.
- 13 MSTa Department of Classroom Teachers, Annual Conference, Columbia, April 13, 1957.
- 13 Social Studies Workshop, CMSC, Warrensburg, April 13, 1957.
- 20 Conference on "The Curriculum and the Superior Student," Westminster College, Fulton, April 20, 1957.
- 23 International Council for Exceptional Children Conference, NEA, Pittsburgh, April 23-27, 1957.
- 23 19th Annual Convention, American Industrial Arts Association, NEA, Kansas City, Mo., April 23-26, 1957.
- 27 Elementary Education Conference, William Jewell College, Liberty, April 27, 1957.

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MAY

- 4 **Missouri Association for Childhood Education**, Annual Spring Conference, Central Missouri State College, Warrensburg, Mo., May 4-5, 1957.

JUNE

- 24 **American Home Economics Association**, Annual Convention, St. Louis, June 24-28, 1957.
- 30 **National Education Association Centennial Convention**, Philadelphia, June 30-July 6, 1957.

JULY

- 11 **Second Annual Reading Conference**, University of Missouri, Columbia, July 11-12, 1957.

SEPTEMBER

- 20 **Missouri ASCD Workshop**, University of Missouri, Columbia, September 20-21, 1957.

NOVEMBER

- 6 **Missouri State Teachers Association Annual Convention**, St. Louis, Nov. 6-8, 1957.

MATH TEACHERS TO MEET IN MARCH

The 30th annual meeting of the National Council of Teachers of Mathematics will take place in Philadelphia at the Bellevue-Stratford Hotel, March 27-30.

Discussions will be concerned with the problems of falling enrollments in mathematics, modernization of mathematics, and the securing of enough competent mathematics teachers.

DISTRICT ANNOUNCES SPRING CONFERENCE

The eighth annual spring conference of the St. Louis Suburban Teachers Association will be held in the Washington University Field House, Friday, April 5, 1957.

The general theme of the meeting is "Our Profession Now and in the Future."

A committee composed of Virginia McElroy, Louise Phillips, Lee Campion, and Sara Krebs is preparing a program to be broadcast over KETC the evening of April 4. It has been suggested that CTA's plan dinner meetings that evening and tune in the program for the benefit of their dinner groups. This program will tie in the NEA's 100th anniversary with the Association's spring conference the next day.

Although the program is still tentative for this meeting it is known that Maurice Mitchell, president of Encyclopedia Britannica Films, Inc., will be a featured speaker for the morning session.

Harry S. Truman of Independence has been asked to speak on an educational subject during the afternoon session. Mr. Truman has tentatively accepted but has indicated complications might prevent his being present.

MARCH, 1957

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CURRICULUM DISCUSSED AT NEOSHO MEET

Curriculum in schools has changed to meet the needs of the pupils, it was pointed out at the educational workshop held in Neosho High School recently.

The workshop was designed to stimulate the thinking of teachers on educational guidance and curriculum changes. The keynote talk, "Trends In Improving Education," was given by Raymond A. Roberts of the State Department of Education.

Dr. James R. Pollard, director of guidance in the Springfield Public Schools, was one of the speakers at the departmental sessions.

Two psychiatrists from Fort Crowder, Dr. George Harding and Dr. Charles Cole, told the teachers that their jobs are similar to those of a psychiatrist in that they are constantly trying to analyze what goes on in their pupils' minds.

Mrs. Jim Stone, Intermediate School art teacher, was program chairman of the workshop, which was sponsored by the Neosho branch of the Association for Childhood Education International.

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Discipline

(Continued from Page 15)

they are probably not. If they are, it may come voluntarily. It leads to hypocrisy.

(d) *Detention After School*—It is bad policy because: (1) It causes the students to dislike school, and (2) It is an unnecessary demand on the teacher's time. The teacher might better be enjoying physical recreation or preparing lessons to get pupils interested.

(e) *Assignment of Extra Tasks*—It is poor policy to make school work a punishment for misbehavior. The probable cause of the misbehavior, in the first place, was related to not doing the original work. A teacher seems unjustified in assigning more work.

(f) *Deprivation of Marks* — If school marks are given for achievement in the subject, it's pretty difficult to justify taking credit off grades for misbehavior. If you're going to give the student a mark in behavior, it should be so stated on the report.

(g) *Demerits, Penalties and other "Relics" of the Past*—In the modern school there is no place for such practices. Under these headings would fall such practices as the "dunce cap," standing in the corner, etc. There is no place in the high school, or anywhere else for that matter, where the teacher can employ these methods without running into difficulties which will get beyond his control.

We believe the majority of adolescent youth will take reasonable discipline by the teacher for misbehavior. The teacher must make such discipline fair, impartial and fit the occasion.

(h) *Corporal Punishment* — This method of punishment should be made only as a last resort. Because of the many difficulties arising from its use, our suggestion is that the teacher leave this method to the administration to use if and when the occasion demands it.

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FILM DEPARTMENT

Missouri State Teachers Association

Columbia, Missouri

Program Blues

(Continued from Page 19)

each state, adding crayoned abbreviations to each cut-out. The cut-outs were to allow the covering of the map and its unveiling musically in accordance with the states entry into the Union. We followed the historical sequence except where artistic conflicts resulted.

Now back to the program.

Curtain opens with 56 students and one "Professor" on stage singing the adopted school song. Upon completion of the song, students were questioned as to their preparations for the day's lesson. One poor, unprepared student was relegated to the dunce stool after being crowned with a dunce cap. The ladder by the map was our make believe dunce stool. Here our "dunce" was to uncover the states as they were presented.

Various routines, songs, dances, cheering sections and drum majorettes were utilized in presenting the 48 states musically.

Here are but a few examples:

For Pennsylvania: a real live polka group doing, quite naturally, the Pennsylvania polka! This was followed closely with "The Jersey Bounce," and some athletic gentlemen running a play in football to the tune of "Ramblin Wreck from Georgia Tech." The pace was slowed with Massachusetts, where a hymn was sung in memory of the Pilgrims. Various soloists and quartets were utilized on "Carolina Moon," "Way Down Yonder in New Orleans," "Chicago," "Mississippi."

The rafters were raised with "The Maine Stein Song," followed by that slow bazooka tune, "The Arkansas Traveler." "Clementine" for Nevada came in with a gay bit of pantomime. There was the "Mexican Hat Dance" for New Mexico, giving a little more push to the already booming program.

With the entrance of Maine, the

dunce attempted in various ways to gain recognition from our "Professor." But it was not until the Arizona number that the clown stammered out that Missouri was missing from the sequence. In reply the Professor proclaimed it was a case of saving the best 'til the last, whereupon cast and chorus swung into the "Missouri Waltz." The curtain closed while the audience joined the cast in singing, "God Bless America," and thus our 55-minute "Musical Map" came to a close.

So scribble down our formula. What is good in the spring can be good in the fall. It made \$250 for us, perhaps it will make more for you, but it will surely be worth many times its monetary profit in educational value.

TO DEDICATE BUILDING

C. J. Burger, superintendent of the Washington public schools, has announced dedication services will be held March 17 at 7:30 p.m. in the new highschool building to dedicate this structure and the addresses to the elementary schools of the system.

Dr. W. W. Carpenter, professor of education, University of Missouri, will deliver the dedicatory address.

TO OBSERVE HOME ECONOMICS WEEK

For the second year, Missouri Home Economics Week is being planned. The dates are March 10-16. The Governor issued a proclamation concerning Missouri Home Economics Week last year. Missouri was one of four states to have a governor's proclamation issued.

All over the state, schools, businesses and extension offices will be putting forth every effort to let the public know about home economics.

The purposes of Missouri Home Economics Week are:

(1) To increase the interest of youth in home economics; (2) To increase the pride of home economists in the profession; (3) To increase the understanding of home economics by the general public.

Mrs. Rose Shanight, Eureka, is state chairman for the second year, with Mrs. Virginia Audrain as chairman-elect and Miss Maxine Erickson, Kansas City, as a member of the committee.

Institute for High School Teachers of Chemistry, Physics, and Mathematics

President Elmer Ellis has announced that about fifty high school teachers can be granted substantial stipends to attend a Summer Institute for High School Teachers at the University of Missouri during the coming Summer Session through a \$61,700 grant the University received from the National Science Foundation.

According to terms of the grant, President Ellis said a teacher who is accepted by the Institute's Executive Committee will be given a stipend of \$600 plus an additional allowance of \$120 for each direct dependent (up to a maximum of four). He will also receive travel allowance equal to a single round trip from his home at the rate of four cents a mile (with a maximum of \$80), and the fees for his courses will be paid from the grant.

President Ellis also announced the appointment of Dr. Wesley J. Dale, associate professor of chemistry, as the Director of the Summer Institute, and appointment of an executive committee to determine major policies of the special curriculum and to make selection of the applicants for participation.

Dean Edward M. Palmquist, Associate Dean of the College of Arts and Science, is chairman of the Executive Committee. He has had extensive experience with the operation of Summer Institutes since, from February, 1955, until September, 1956, he was on leave from the University to serve in Washington at the National Science Foundation as Program Director for Education in the Sciences.

Dale said the Foundation states the objectives for which the grants were awarded and the Institutes established as three-fold: (1) to improve the subject-matter competence of the participating teachers; (2) to strengthen the capacity of these teachers to motivate students to consider careers in science; and (3) to bring these teach-

ers into personal contact with the highly productive scientists who make up the staff of the Institute, with the view of stimulating interest and increasing their prestige professionally.

Primary criterion for selection of fellowship recipients will be the professional competence of the applicant and his capacity to develop as a teacher, President Ellis said, and the judgment of the Executive Committee will be followed in the selections.

Dale also announced plans to bring a number of outstanding scientists to the University campus as guest lecturers on important phases of new developments in their fields. He said a list of these scientists will be announced later.

He said the Institute Committee also plans arrangements for special tours of the teacher-students to laboratories and research facilities where they will have an opportunity to observe the applications of modern science. Frequent informal gatherings of the students, staff members and visiting scientists will also provide for close discussions and for exchanges of ideas, he said.

High School teachers accepted for the fellowships in the Institute will be regularly enrolled in the Summer Session of the University, and will enjoy all the privileges, facilities and programs of the University, he added.

BELL HEADS ADMINISTRATORS' ASS'N

Clifton Bell, superintendent of the Farmington public schools, is the new president of the Missouri Association of School Administrators. He succeeds Ward Barnes, superintendent, Normandy public schools.

Other officers elected at the annual winter meeting in Columbia, Jan. 15, include Sam Rissler, Trenton, vice-president; Earl Gray, Brookfield, secretary and E. M. McKee, Potosi, executive committee member. Everett Keith, executive secretary of the Missouri State Teachers Association, is treasurer of the Administrators' group.

The Administrators' summer workshop will be held June 17-18 at the University of Missouri, Columbia.

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GEORGIA DAVIS, Mgr.

Music Director

(Continued from Page 25)

you can." When the teacher arrives and looks presentable he is usually hired.

If you wish a strong music teacher you will often find it val-

uable to check on what he has *accomplished* in his past locations. But to be fair to him also try to find out what his working conditions have been and the quality of the cooperation he has received.

Let's say you are ready to investigate a music teacher. You've heard good things about him. Better stop though and see if he can be certificated. I saw one zealous Superintendent do a most thorough job on investigating a music teacher and practically hire him (the music teacher had almost bought a home in the new town), when he found his new music man did not have enough "hours."

Maybe you'll find it interesting to review what another sincere administrator did in trying to get an efficient music director. (1) He reviewed the comments made by his references on the placement bureau's forms; (2) he called the references for more information; (3) he visited (unannounced) the director's rehearsals; (4) he asked the superintendent, principal, teachers, and several pupils about him; and (5) he inquired also of the merchants down town regarding this music man. Still not satisfied he asked for references from every school job the teacher had held. Only then did he smile broadly, offer his hand and say: "Congratulations. You are my new music man. I hope you can stay with us 'til retirement days."

Suggestions

The following suggestions for securing good music teachers stem from my years of experience in the field and from hearing comments from people whose accomplishments are superior to mine.

1. Look for a man to fit your position. Do you wish a fine concert band or a fine marching band? (It's very difficult to have both at the high school level.) Then try to get a man who is much interested in your preference. If you desire music education only—not much



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2. What does the record show concerning your applicant's accomplishments? What kind of support has he had from school and town? Is he a builder? How does he get along with his "kids?"

3. If you want one teacher to handle both instrumental and vocal, and want a good marching unit—on the street and for football—and want good discipline, a man might meet your expectations somewhat better than a lady. If you want mainly, a good vocal department, especially in the grades, a lady is usually best. Particularly, if she can handle discipline well.

4. Especially in marching band, but also in concert band and high school vocal, you need a music teacher who possesses "the urge to command"; "the desire to manage and mold." If he has a craving to express emotion through music and to get others to express with him—he has potential. (It is not very important that your new teacher be a fine performer himself, but this helps. But he should know all the instruments and how to handle voices).

5. You might do well to look for a teacher who is sober, likable, sincere, persistent and energetic. One who knows not only music but people—and loves children. A person who possesses abounding health, principle, and a sense of humor. One who feels like knocking the block off an enraged, foolish parent but who will smile sweetly and say: "You may be exactly right, Mrs. Smith. Thank you for your fine suggestions and I'll consider them very seriously."

An Iowa Superintendent once said to me on the dusty street of a small Missouri town: "Most of my school troubles have been with music teachers. So when I get one now who can even half-way do a good job—I shut my eyes to his little faults, pay him well and leave him alone."

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3. **Facts** about writing short paragraphs for profit. (Benson Barrett)

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99. **Brochure on Summer Study and Travel in Mexico**, describing a summer vacation designed for teachers at a minimum cost, with a wonderful itinerary of Field Trips to the most important places of historical and archaeological interest in Mexico. Five hours college credit. Courses: Spanish, Art and History. (Taxco Summer School)

116. **Folder** describing 7th Annual Summer Tour to Europe sponsored by Chapman College. College credit optional. 16 countries. (Chapman College)

118. **Bulletin** containing description of the summer program of the University of Vermont, including special institutes, concerts, workshops, as well as the regular course offerings.

Legislation

(Continued from Page 12)

Senate Bill No. 167, introduced by Senator Barrett and others, relating to the construction and repair of school buildings in St. Louis, is in the Senate Committee on Education.

Begin Hearings on School Construction Bills

On February 5, the general education subcommittee of the House Education and Labor Committee of the National Congress began hearings on proposals for emergency federal assistance for school construction.

First witness was Secretary of Health, Education and Welfare Marion B. Folsom.

In his prepared statement the Secretary said that reports from the States indicated an immediate need for 159,000 classrooms—80,000 to house 2.3 million children enrolled in excess of normal capacity and 79,000 to replace obsolete classrooms. For the immediate future, the Secretary predicted an annual need for 59,000 to 65,000

new classrooms to house enrollment increases and to provide for necessary annual replacement of obsolete or abandoned facilities. Current construction rates, Mr. Folsom said, are reaching an all-time peak of 69,000 and thus are little more than keeping pace with the new needs developing each year.

Mr. Folsom noted that the President wanted the school construction program to be enacted on its own merits since it would benefit children of all races throughout the country. Speaking for himself the Secretary said: "I do not believe it would serve the cause of education or the cause of integration to complicate the school construction program by provisions dealing with the complex problems of integration. The Supreme Court has ruled on that subject and has prescribed an orderly judicial procedure for placing its ruling into effect."

HEALTH WORKSHOP

A health workshop was held in the Doniphan Grade School Wednesday, January 9, through the cooperation of Mrs. Sybil Ederer, Ripley County Nurse, and Mrs. Mabel Swindel, County Sup't. of Schools.

All elementary teachers in the county attended the meeting. A representative from each school board and P. T. A. was also invited.

Mrs. Ederer outlined the services performed by the State Department of Health and its local branches.

Dr. C. E. Presnell, Director of Dental Health; Dr. L. M. Garner, Director of Maternal and Child Health; and Miss Mildred McMillan, Consultant, Public Health Nurse for the State Department of Health, addressed the group on various phases of health education.

Mr. Phillip Hughes and Mr. Leslie Miller, District 6 Sanitarians, discussed sanitation problems in Ripley County Schools. A filmstrip explaining correct food handling was shown by Mr. Hughes.

Following the general session, the group was divided into special meetings to discuss different phases of health education, with health personnel acting as consultants.

During the final session, a panel composed of Mrs. Imogene Webb, R-II special education teacher, Mr. Vincent Wright, Doniphan elementary principal, and Mrs. Mabel Swindel, County Superintendent, initiated group discussion on topics discussed during the day.

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EDITORIAL

Professional Progress

WE are proud of those Missouri teachers who have made it possible for Missouri to reach and even surpass two national professional goals.

Missouri has achieved and passed its quota for both the National Education Association building fund and its membership goal for the Centennial Action Program.

Last May, one year in advance of the deadline, Missouri surged past its NEA building fund quota of \$125,000. More than \$55,000 beyond this amount has been sent in or pledged to the Building quota. It seems reasonable to predict the total amount will go above the \$200,000 mark. Through the work and efforts of these loyal teachers and others throughout the nation imbued with professional zeal, our national headquarters building in Washington, D. C. is assured. Nationally more than \$6,473,945.74 has been collected or pledged through life memberships and cash donations.

Education has a headquarters, a symbol of strength, in Washington, D. C. to which we can point with pride.

Last December Missouri along with five other states had surpassed its National Education Association membership goal set for 1956-57.

The Missouri goal was 16,661 members but Missouri has exceeded this for a total of 16,825 on January 17. This is the first time in Missouri history according to R. B. Marston, Director of Membership for the NEA, that this pinnacle has been reached.

Missouri's gain in membership has been sure and steady. It is one of eight states that has shown a gain over each preceding year for the last decade. The fact that Missouri goes forward each year and avoids an up and down pattern shows the gain comes through a process of sound educational growth.

In 1947 Missouri enrolled in the NEA 34% of its teachers. This year our percentage will go beyond 55%. Ten years ago the national average was 43%. Today the national average is 53%. Missouri in the last ten years has over-

come its below average deficit and has surpassed the national figure. Missouri should not rest here but should continue its membership growth until all teachers are enrolled.

The building and membership goals have not been reached through the efforts of any one individual. It has been a cooperative effort that has encompassed many. This growth like the professional progress made in many other areas of education in this state represent the united effort of the profession itself. In unity there is strength.

We are proud that our Missouri delegates who attend the Centennial Convention of the National Education Association when it meets in Philadelphia June 30 can stand up with pride.

Delegates to the National Education Centennial Convention this summer will have the important responsibility of deciding whether or not the National Education Association shall undertake a program of expanded services.

After consideration at several previous meetings the NEA Board of Directors at the Portland Convention last summer approved the following recommendations:

(1) That the National Education Association launch a program of expanded services and leadership during the Centennial year of 1957.

(2) That these services be financed by setting the annual dues for active members at \$10.00.

For a discussion of these proposals read the article by our NEA State Director, Louise Phillips, published on page 13.

The NEA Department of Classroom Teachers has published a very helpful bulletin entitled "This Is a \$5 Bill." Single copies are free upon request and officers of local associations may secure additional copies by writing the Department of Classroom Teachers, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Materials giving details regarding the proposed expanded program and dues increase have been mailed to community association officers by MSTA. "Toward New Horizons" a new folder on the proposed program is available in quantities from your MSTA office in Columbia. Write for copies today.

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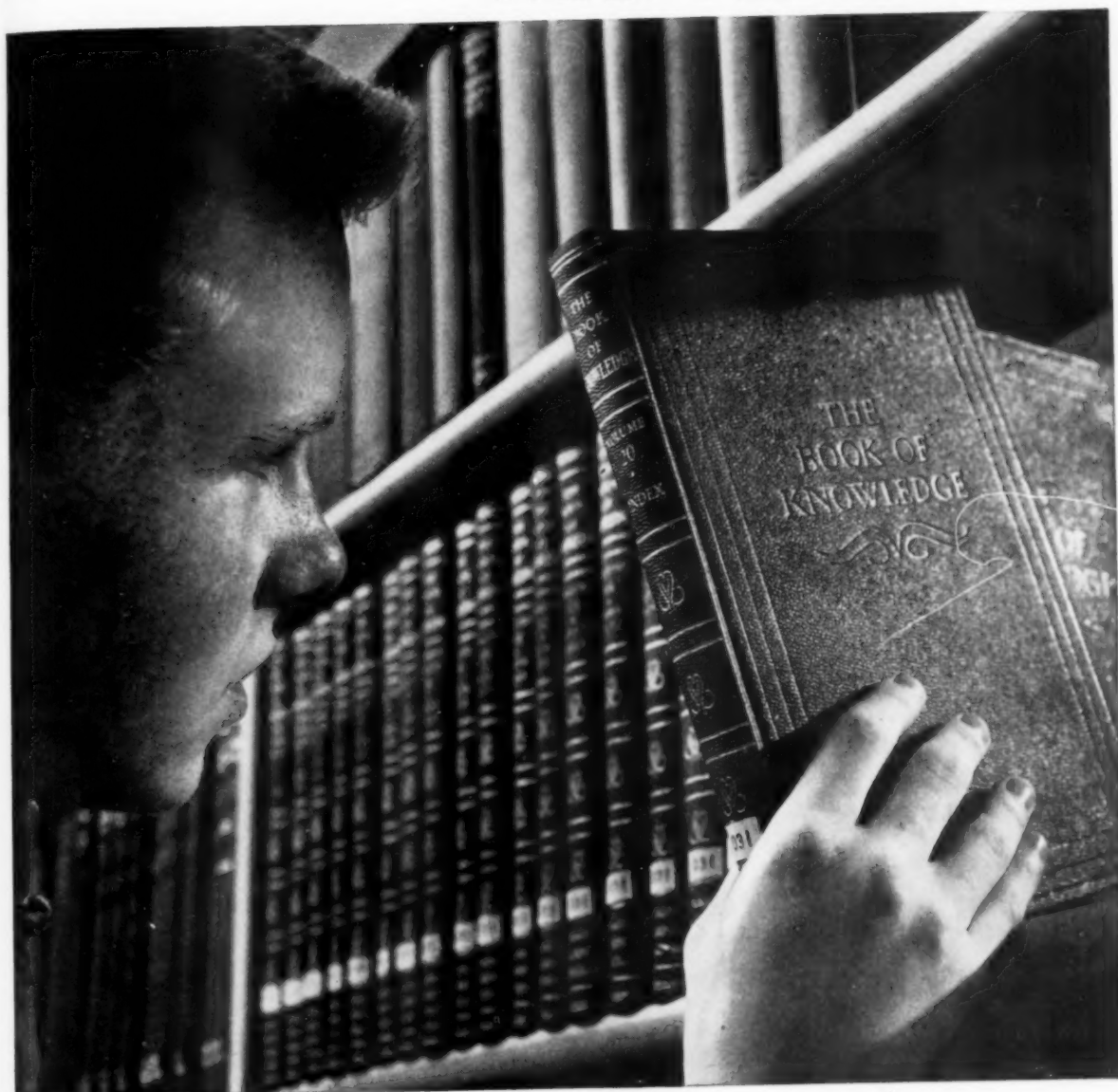
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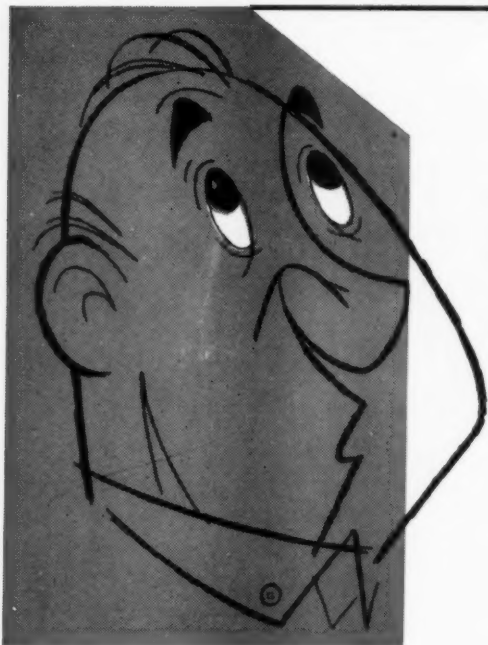
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